EDUCATIONAL TELEVISION STATIONS
A division of
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D.C. 20036

July 30, 1968

Fifth Report on Programming for the Disadvantaged
Ken Clark, Project Director

If any of you thought this particular summer might squeek by without any civil disturbances, news in recent days of Cleveland, Gary, Akron and Grand Rapids have surely suggested something else.

No one believes television programs for, about or even by the disadvantaged people of America will stop unrest or violence. But as broadcasters engaged in the demanding mandate of communications, do we not share a common necessity to try?

Some stations have been trying very hard. Let's look at WTTW, Chicago; KQED, San Francisco; WTVS, Detroit; and WQED, Pittsburgh.

WTTW conceived of a 26 weeks sociological-variety series called OUR PEOPLE. The station went after funding and found it in Illinois Bell Telephone and Western Electric. The program went into the schedule May 9th of this year. According to Edward L. Morris, Director of Programming at WTTW, this is the first program of its kind for the Negro community. It is a magazine format featuring news, entertainment and public service segments, plus a weekly guest, a Negro who has achieved success in his own area of work.

The guest segment is fashioned after the "Person to Person" idea with the host visiting his guest.... talking to him.... asking questions of him that pertain to living productively as a human being who happens to be Negro.

The quest segment runs about 25-30 minutes. By design an outstanding woman from the black world is featured every third show. Celebrities are welcome, but not stressed. Ed Morris says "Accomplishment and articulateness are the bench marks."

Other features of the series included:

"Club or Organization of the Week" (5-8 minutes) in which a Chicago area organization is recognized for its activities. Both specific projects and individual efforts are underscored and a liberal use of film excerpts is made. Why is this segment important? The black community has never before had

the media showcases open to the white world. OUR PEOPLE provides that showcase.

"Buyers Guide" uses a consumers report approach which makes the audience visually and narratively aware of the price and qualitative difference in goods and services available to them, i.e., appliances, used cars, insurance programs etc.

"Buyers Alert" warns the viewers about specific types of fraud and shoddy merchandise. This 5-8 minute segment also periodically tackles advice on financial matters such as credit buying, loans etc.

"Job and Educational Opportunities" (6-8 minutes) uses guest experts, film reports and a special reporter to hit an intended young adult audience. The emphasis is on job-training openings and post high school education. It also includes general employment opportunity news for Negroes.

"Question of the Week" (5-8 minutes) permits Chicago area blacks to ask questions on medical, educational, public safety issues etc. of local informed institutional representatives. For every program approximately twenty five people are interviewed, questioned and their answers on sound film edited to provide six to eight questions for that program's institutional representative. The questions and answers are inter-cut. The questions are limited to one area to reach for a depth response and go along the general line of "If you could ask the Superintendent of Schools one question, what would you ask him?

"Action Line" uses a phone tape arrangement, inviting viewers to make complaints, ask questions etc. The program follow-up these calls directing the viewer's special interest to the right source for answers. Previously frustrated or intimidated audience members can get their answer now.

The entertainment segment of OUR PEOPLE features a different Negro artist or performer each week.... but the entertainment is featured throughout the entire program for the sake of transition and pace.

OUR PEOPLE is enlightening; it does not patronize.

OUR PEOPLE crosses all economic lines; it is not psuedo-intellectual mish-mash.

OUR PEOPLE is aiding the black community of the Chicago area in the bewildering, often frustrating task of self discovery.

What about staffing? WTTW has hired three Negroes full time to host the series, to serve as production assistant and liaison with the Negro community, and as reporter-researcher in that community. Additionally, the

station has taken on part-time a cinematographer who is Negro who works with other staffers on ghetto film segments.

OUR PEOPLE is promoted by advertisements weekly in four Negro papers (paid for by the series' underwriters), and radio announcements. Feedback, in addition to community organization reaction already averages 200 individual responses (telephone and mail) each week.

Hosted by Jim Tilmon, a former Columbus, Georgia radio announcer, who currently flys as an American Airlines pilot, OUR PEOPLE hits the viewers with their own thing....the personalities, the issues, the questions that hurt as black citizens. OUR PEOPLE is produced and directed by Peter Strand assisted by Elizabeth Straus and Dolores Brown, and is written by Doris Saunders.

OUR PEOPLE is the hot production at WTTW at the moment. But that isn't all. Hopefully, the station will get a grant renewal to carry this exceptional series well beyond the present terminal date of October 31st. But that isn't the only action by any means. A series on Negro Youth and another aimed at Negro teenagers are both being readied for late Fall.

Watch WTTW. It's a station that is in the movement with intelligence, foresight and real follow-through ability.

CONTACT: Edward L. Morris, Director of Programming

* * * *

KQED, San Francisco has whomped into the middle of what its all about with "BLACKS, BLUES, BLACK!" a ten week color series featuring Maya Angelou of Ghana.

Let me take a stab at that provocative title. In going back to the roots of the American Negro, the program searches the African heritage, or the heritage of the "Blacks." The period of slavery (including intellectual slavery of the 20th Century) found expression in the "Blues" a medium of expression that recorded a peoples' history and served as a steam valve. "Black!" (and note that exclamation point) says the beauty, power, in fact the whole summed-up-significance of Black America's new identity. The three words then, "BLACKS, BLUES, BLACK!" offer an historical and anthropological survey of Blackness.

Miss Angelou, a citizen of the U.S. and a resident of Ghana is a singer, dancer, actress, reporter and playwright. In the series, Miss Angelou develops and demonstrates the history, heritage and habits of Blacks and how their mores and values have been preserved and assimilated into the society.

Made possible by a public service grant from the Olympia Brewing Company of Tumwater, Washington, the series made its debut to warm viewer reception on July 8th.

The first program in the series concerned the positive African cultural heritage in current Black American life (because this was basic introduction, this program was repeated three separate times). The second in the series took up the negative aspects of the "cultural carryover". Aired on Mondays, each segment will automatically be repeated on the following Saturday.

Through songs, dances, games, lectures and drama, Miss Angelou deals with the survival as well as revival of African culture in America. What does that mean? Well, for instance, on program #1 the survival of such African games and manners as patti-cake, tag, jacks, finger pointing, vocal sounds and intonation changes, good luck symbols, "southern hospitality", religious and rhythmic expressions and white female affectation are analyzed and exhibited.

The series provides the San Francisco Bay Area community with a comprehensive television exposure of black culture void of white interpretation, condescension or white interposition. It exhibits the viable, on-going culture of generations of Black people in their individual and distinctive facets of language, dress, cooking, family relationships, recreation.... the whole order of human existence. Jon Rice, KQED Program Director says that though the series is addressed to the Negro community, it offers white audiences "a unique opportunity to penetrate and observe a mystique which they know exists but which they have never experienced."

The remaining eight segments of "BLACKS, BLUES, BLACK!" go after the following:

"The Positive Aspects in Teaching African History"
"Negative Aspects in Teaching African History"
"Researchers in African and Afro-American History.... Their Motives; Their Results"
"Aspirations of Black American Youth in Education"
"Avoiding Useless or Non-Applicable Education"
"Violence in Black American Life"
"Containment, Sublimation, and Releases of Violence"
"Summary"

Assisting Miss Angelou are Blondell Breed and Danny Duncan, interpretive dancers from the Zack Thompson Dance Studio of San Francisco and musicians Kenyu Randu on drums and Alphonso Mitchell at the piano.

The series is produced by Tony Batten; the sets designed by Darryl Clegg; and the cinematographer is Allen Willis.... all three Negroes.

"BLACKS, BLUES, BLACKS!" doesn't preach. A team of gifted, articulate black artists simply tells it like it is.

CONTACT: Jonathan Rice, Program Director

* * * *

WTVS, Detroit recently performed a real public service to the people of southeastern Michigan in the nature of a "rescue operation," and, in the process, suggested one more reason why non-commercial broadcasters must treat with programs for the Disadvantaged.... because they can do so honestly and without commercial pressures which can be very real.

IN YOUR OWN INTEREST, a black-white discussion format, was planned as a five part, half-hour series designed to make the white community aware of what is happening to the ghetto residents of Detroit. A local blue-ribbon organization called the Interfaith Action Council of Detroit came into being as a result of last summer's riots; its leadership included top religious and civic people.

As Executive Producer, the Council hired Arthur Alpert who was given leave from the Public Broadcast Laboratory. Next the Council was given the green light on use of production facilities and prime time by a local commercial station WWJ-TV.

The first two programs went on as scheduled. Then prior to the broadcast of segment three, the management of WWJ advised the Council that it would no longer carry the program at 7:30 PM Monday evening because it "lacked prime time quality." WWJ offered to air at 5:00 PM Saturdays or 3:30 PM Sundays. Ghetto time for ghetto programming? It didn't make sense to the Council.

The Council felt that the whole project was now in jeopardy because some 6,000 groups had been carefully organized by churches and others to view the program at the previously scheduled time. To change in the middle of the series ....., you understand. Appeals to WWJ were turned down, so the Council decided to withdraw the project from the station.

WTVS, Channel 56 with the agreement of WWJ had previously scheduled two rebroadcasts of the entire series subsequent to the initial airings on WWJ. At this critical point in the project WTVS offered air time and studio facilities to produce and broadcast the remaining three programs in the series.

The series was reportedly viewed by 60 to 100 thousand in group situations plus thousands more as individual viewers.

Co-produced by Tony Brown, a local free lance public relations specialist and Joe Strickland, a news reporter with The Detroit News, both Negro, the series blocked out the following topics:

> "Alternatives to Fear".... which explored self-determination for the black community.
>
> "Them".... which tore into myths the black and white communities have about each other. (This program was the crucial one...it took up police brutality and made the point that local news media, both print and visual, did not report objectively on an earlier race incident).

"Power".... which studied powerlessness, discussing problems of housing, employment etc. for people who have no political or social power to help themselves.

"Black Power".... which studied militancy.

"What To Do".... which attempted to resolve basic issues dividing and distorting blacks and whites in Detroit.

IN YOUR OWN INTEREST provided an excellent example of public television hit in the face with a problem with time running out.... and solving that problem with grace and intelligence.

WTVS has two other series in the mill at the moment... a local version of BLACK JOURNAL tearing up local issues from the two viewpoints of black and white and trying to bring the two somehow closer together. The second series will provide black students from Wayne State University a forum in which to dig into their own thinking about being alive and being black.

On employment.... WTVS has three blacks on permanent staff.... a clerk, an engineer and a jack-of-all-trades who is Assistant Traffic Manager, writes continuity, is a camerman, and is being trained in cinematography.

CONTACT: J. N. Christianson, General Manager

* * * *

WQED, Pittsburgh has begun two series and is in production on a third... all three aimed at the black community.

Item: BLACK HORIZONS digs into Negro life in Pittsburgh.... it is an exclusively local series, going after the facts peculiar to Pittsburgh's problems and projects.

Produced by Negro Ralph Proctor, the half-hour weekly devotes each program to a separate topic. For example, #1 was made up of film segments from the "Black Arts Festival" held on the U. of Pittsburgh campus earlier this year. Other issues are following with gospel music, black youth, child development, Negro survival and other topics. The musical score of the series is original and is composed and played by the Jazz Iconoclasts, a local group.

A series of forums has begun co-sponsored by the Junior Chamber of Commerce and CURE. The latter organization, Communicators Urging Racial Equality, is made up of private individuals working in radio, television, newspapers and advertising in the greater Pittsburgh area. They speak for themselves alone and do not necessarily reflect the opinions of their separate employers. They are concerned men and women who want to be a part of racial aspects of the urban crisis in their city.

The forum first took up "City Government and the Black Community" and then moved to "Education and the Black Community". Key civic leaders in their fields are questioned by blacks who make the questions hard.

It is hoped the forum series will continue indefinitely; the emphasis will remain local.

Also at WQED, a four part series is now in production (untitled at the moment) featuring Miss Delfine Sisay, a native of Sierra Leone... a teacher, poetess with a strong background in African television.

Miss Sisay's series will analyze and compare black work as differentiated from work by black people. Hers is a cultural affairs approach and early production indicates WQED has a strong entry thereby.

CONTACT: Sam Silverman, Program Director

* * * *

SPECIAL REQUEST FOR INFORMATION:

Several stations have reported a desire to make stronger contacts in the black communities of their cities....to strengthen accurate feedback. But they don't know how to go about it. If you have something to say on this subject, please share it. No one has "the" answer, but some of you have worked out communications lines that click. Maybe your experience can help the rest of us.

Incidentally, if you are working on program ideas that you'd like to share at once; or, if you want information about something some other station is doing and can't wait for the mails....please feel free to call collect: (202) 667-6000.

The faster we can move our national dialogue, the more effectively this office can serve you. Don't hesitate to pick up the phone.

* * * *

NEXT WEEK: WETA, Washington, D. C.....a look at a very unusual series doing something positive about job employment for ghetto dwellers.

KSPS, Spokane....moving with a new idea that points up misconceptions blacks and whites have about each other.

Eastern Educational Network....Grant funds permitted a variety of original programs, some of them concerning the Disadvantaged.

WUSF, Tampa....working with a project to involving six ETV and six ER stations in Florida.

PURDUE UNIVERSITY
STATION WBAA
LAFAYETTE, INDIANA

July 30, 1968

Mr. Ken Clark
Project Director
Radio Programs for the Disadvantaged
National Educational Radio
1346 Connecticut Avenue N.W.
Washington, D.C. 20036

Dear Mr. Clark:

We are very interested in the 1968 Urban Broadcasting Workshop to be held at American University. We would like to have more information on the Workshop through this newsletter in the hope that we can plan and sponsor such a workshop next summer at Purdue.

WBAA's contribution to programming for the disadvantaged is in the planning stage at present. We are working on the programming ideas with the Purdue University advisor to black students and the chairman of the local Human Relations Council. These people have told us they are exhausted by discussion of the problems of being a Negro in Lafayette or elsewhere. They have asked that we present programs that will give solutions to the problems. However, we cannot, in whatever programming we present, limit our definition of "disadvantaged" to mean "Negro." Lafayette has a small Negro community but a much larger group of very poor people. For this reason we are interested in program ideas with a broader base.

Specific problems that seek solutions include home ownership, buying on credit and the training of what are presently the unemployable. We are also interested in putting city officials on the air with the opportunity for anyone to call in questions, problems and comments. We are planning future meetings with members of the Human Relations Council to begin work on some of these programsideas, and hopefully, many others.

Sincerely,

Jane Root

Jane Root

JR/cc

BLUE RIDGE ETV ASSOCIATION, INC.

CHANNEL 15 WBRA-TV

P. O. BOX 15 / ROANOKE, VIRGINIA 24001

AREA CODE 703 344-0991

July 30, 1968

Mr. Ken Clark
Project Director - Programs for the Disadvantaged
Educational Television Stations
Div. of National Assn. of Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C. 20036

Dear Mr. Clark:

We have checked our files and find that we do not have copies of the following ghetto project materials:

April 12 - First Report--Programming for the Disadvantaged (Addressed to Vice President Humphrey).

June 13 - Third Report on Programming for the Disadvantaged, also Notes on April 21 ETS Meeting in New York City.

We would appreciate receiving copies of these reports for our files.

Sincerely,

Judy L. Heck

Judy L. Heck
Secretary to Mr. Cox

Sent 7/31/68

July 26, 1968

Mr. Russell Barber
WCBS Radio/TV Station
51 West 52nd Street
New York, New York

Dear Mr. Barber:

We are anxious to learn more about the work being done at WCBS in New York in conjunction with special programs for and about various minority groups.

During July and August a special consultant to NAEB is gathering information about such program activities. We would like very much to have you meet with him during the week of August 12th to describe the plans that WCBS is developing for the specialized audiences in New York.

If you are able to come to Washington, it would be particularly convenient for us if you could be here early in the week. Please let me know whether you can make such a schedule so that appropriate arrangements can be made.

Sincerely,

James A. Fellows
Director

JAF/hc
cc: Mr. Kenneth Clark

8. Channel 21 this summer has also presented NET's "History of the Negro People" and the University of Michigan's "The American Negro" plus the many programs on human understanding presented by NET.

As you can see, we are deeply committed to promoting human understanding and interaction. We will, of course, continue to offer many programs in this area. And we look forward to learning more about programming reports from other ETS stations.

Sincerely,

Thomas Rogeberg

Thomas Rogeberg
Program Supervisor

TR:mc

Enclosures

cc: Ronald Bornstein
Richard Lutz

UNIVERSITY EXTENSION

The University of Wisconsin
3313 University Avenue
Madison, Wisconsin 53706
262-2720 Area Code 608

WHA-TV - Channel 21
Television Center

July 24, 1968

OHIO UNIVERSITY TELEVISION
ATHENS, OHIO 45701 / 594-6171
WOUB-TV/CHANNEL 20

July 25, 1968

Mr. Ken Clark, Project Director
Programs for the Disadvantaged
Educational Television Stations,
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C. 20036

Dear Mr. Clark:

Let me begin with an apology for the delay in responding to your ETS memo of June 25 regarding programs produced for the disadvantaged. Vacations intervened and that accounts for my tardiness at least in part.

Another factor may be that "The Summer of Soul Power" is not with us here in rural Appalachia. We are not faced directly with the prospect of an annual uprising by a militant and frustrated minority. There will be no uprising here. Despair has evolved far beyond that point and isolation mitigates against it. The disadvantaged here number nearly one out of every three people. Their's is that grinding kind of hopelessness which grows from physical, intellectual and emotional isolation. Like their urban counterparts they are denied freedom of access to the heritage, the aspirations and the benefits of American society.

WOUB-TV is the only television station situated in this part of Ohio. Our interest is in bridging that isolation. In this respect all of our programming is directed to the disadvantaged since it provides an avenue of access which would otherwise be unavailable.

We are developing more precision in programming for specific segments of the disadvantaged or specific problems experienced by them generally. I will pass along information on these programs as they take shape since I'm sure they would be of more interest to your project than the general breast beating provided above.

Sincerely,

Joseph Welling,
Associate Director of Broadcasting

JW/jn

cc: P.D.Holmes

EASTERN EDUCATIONAL NETWORK

July 22, 1968

Mr. Ken Clark
Project Director,
Programs for the Disadvantaged
Educational Television Stations
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D.C. 20036

Dear Ken:

I am writing in response to your memo of June 25 requesting information on programming for the disadvantaged.

The Eastern Educational Network received a programming grant of $250,000 last January to produce a number of special programs which would help to demonstrate regional networking in Public Television. Although most of the programs were produced as "live" specials utilizing the EEN interconnection and featured timely subjects and personalities, we have managed to extend the distribution of one program, TALKING BLACK, through national distribution with ETS-Program Service.

I am enclosing a transcript on the TALKING BLACK program and the EEN press release on the other programs which were about and for the disadvantaged.

I hope this information will serve your purpose for background on EEN programming to and about the disadvantaged. Please keep in mind that many EEN affiliates produce programs on their own in this category and I am sure they will report their activities to you separately.

575 Technology Square, Cambridge, Massachusetts 02139 Tel. 617-491-0045

In addition, under the EEN Ford Foundation programming grant, we expect to produce, in 1968-69, a regualr regional public affairs series (alternate Tuesdays, 9:00-10:00 p.m., beginning October 15) and a number of cultural and event coverage specials which may also fit in this category. 300,000

Good luck to you.

Sincerely,

John R. Morison

John R. Morison
Director of Programming

JRM:deh

NAEB

National Educational Radio

A DIVISION OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue N.W. Washington D.C. 20036 Telephone 667-6000

EXECUTIVE DIRECTOR
ROBERT A. MOTT

July 25, 1968

First Report, Radio Programs for the Disadvantaged
Ken Clark, Project Director

Information about what you are all doing at your stations in the area of Programs for the Disadvantaged is trickling in. Let's open the flood gates, Gentlemen. National exposure of your program ideas can only benefit your station in the long run. More important, sharing your experiences, no matter how modest, could be of real help to your colleagues.

I know you're out there ...somewhere...but I still dont' hear the drums. However, several stations have evidenced a deep commitment to this kind of programming. Let's take a look.

KDPS, Des Moines: Dwight Herbert wrote his philosphy which bears a reprint here:

> "We must agree that to program effectively for any minority audience, a station must have guts, and a complete reorientation of traditional thought concerning non-commercial (or educational or public or cultural, if you wish) broadcasting. It cannot be a "token" effort, sandwiched in between "Evening Concert" and the "Classical Hours." Believe me, it doesn't work. All you get in that situation is the audience with the education, and unless you are trying to reorient the educated mind, you serve no purpose to the ghetto audience. "

Makes harsh sense, doesn't it? A "reorientation of traditional thought" is one step ... the first step ... but the most important step.

KDPS programs each week eveing from 9:00 - 10:00 PM with a low key, potent series called "Soul Session." Featuring paid, part-time staffer Ezell Wiggins, a Negro high school senior, the show goes after its audience with appropriate soul music as a hook.

In between musical numbers, one to two minute vignettes of an educational, cultural or philosophic nature are dropped in. These spots, written and produced with imagination, talk about job futures, drop-outs, history, etc. with a soft sell approach directed to teen-agers (mainly Negro). The program also includes a fifteen minute news summary. Does it all work? KDPS thinks so, and they ought to know.

KDPS has also just completed a one-year trial run for in-school listening, beamed at the fourth through sixth grade levels in local Des Moines schools. A weekly, ten-minute segment entitled "Mr. Achiever" encouraging incentive, impetus, ambition, and especially self-believability. The yardstick here: 1,500 letters in one year ... and that, Friends ... for an in-school broadcast to youngsters! The series is being continued and a new one started for grades one through three.

One other salvo from KDPS: Ezell Wiggins is at the station because he is talented; he is not there for window dressing. Two Negro adults have also recently been added to the staff writer-poducer Carl Williams and Jim Reed who will work primarily with the Des Moines Public Schools ITV projects.

CONTACT: Dwight Herbert, Radio Director

WFSU-FM, Tallahassee had a problem that others of you may share. Having built up a sizeable audience of sophisticated, well-educated, middle-to-higher income bracket listeners, programs for the disadvantaged seemed suicidal. At the same time, Manager Marjorie Newman felt her station had to move with the mainstream. Her answer: to aim productions at the known audience in an effort to promote action ... recognizing that many of WFSU's listeners were in a position to do just that.

Early this year, WFSU broadcast the series, "The Quest for Equality", discussions moderated by the chairman of the Sociology Department at predominantly Negro Florida A & M University. Faculty and community members centered on problems and aspirations of the Negro in the United States in general and Tallahassee in particular.

"Problems of the Inner City" took up a sociological analysis of urban disorganization, the Detroit riot and the Tampa riot and other topics that have shaken loose traditional ideas about urban living.

A new series is now being recorded concerning teaching Black history in the public schools. The first two:

1. Omissions of black history and culture through a survey of textbooks used in Florida.

2. The effects of these omissions on black and white populations.

For the future, WFSU looks with hope toward the day when it can institute a second service for the black inner city.

CONTACT: Mrs. Marjorie Newman, Manager

WUWM, Milwaukee is in the movement to stay. Dr. Ruane B. Hill, Director of the University of Wisconsin station reported a number of projects that have provided some unique reactions.

Following initial publication of the Kerner Commission Report, WUWM aired a one-hour discussion of the Report by two University professors (one black, one white), and the pastor of a Milwaukee core area church

deeply involved in racial issues. The program presented itself with such quality it was later re-aired by WFMR, a popular local FM station.

The Milwaukee disturbances did more than disturb. Action programs were instituted from many fronts. One of the most interesting was a request by Milwaukee radio and television newsmen and management personnel to the University to assist in staging monthly meetings to share ideas on core city coverage. The meetings are held on the WUMW studios and have already come up with a workable voluntary code of newscasting to operate during urban disturbances. The group is operating outside the boundaries of progessional competition, sharing opinions and practices that suggest local broadcasters in Milwaukee are both concerned and committed.

Six nights each week, in the late listening hours, WUWM reaches the black community with several hours of jazz. The listeners have been highly responsive to the service which provides them meaningful music not found anywhere else on their dials.

It doesn't stop there. Several times throughout each broadcast year, the station does a "spectacular," providing 57 consecutive hours of programming along a single idea. One time it is jazz with comment. Another time the marathon treated "The Problem of Women". It might be all talk; it might be primarily music, or a skillfull blending of both. But it is <u>there</u>. It is <u>big</u>. It is being <u>heard</u>.

On July 21st, a new weekly series of hour programs entitled "Blackboard" introduced the Reverend Walter B. Hoard, a negro who is both talent and producer. Soul music and discussions of its meaning, talk about Black history and culture, interviews with some of the 500 core area organizations, talks with members of the black community ... and some news. Who cares? The <u>Milwaukee Journal</u> did an unheard of thing in writing a two-column, four-inch review of the opening program. (Incidentally, the show is re-run once each week to get a second audience.)

Much more is on the drawing boards at WUWM. This is a station that not only enjoys being a part of the action, but creating action itself. You'll hear more from Milwaukee.

CONTACT: Dr. Ruane B. Hill, Director

WBFO, Buffalo: William Siemering makes the telling point that for his station, programs for the disadvantaged are not designed as a summer cooling factor. The decision to get with the movement came in 1965 and has been an on-going element of the station's policy and practice ever since.

ITEM: In 1965, WBFO did a series entitled "To Be A Negro" which made it painfully clear to the white community what it is to be black. It is common currency now to say, "Let's not do black programming only for blacks; the whites need considerable information too." WBFO was doing just that four years ago.

ITEM: A black student, Guy Colston, at SUNY-Buffalo, did a beautiful documentary on Resurrection City that didn't make the NER circuit, but still may have currency in light of today's news that Resurrection City is to be rebuilt, first in Fairfax, Virginia and then later in Selma, Ala.

ITEM: Not relying solely on the black syndrome, WBFO moved on to "Nation Within a Nation", a series on the Iroquois Confederation (many of you used that series); it is still available and timely.

ITEM: A request for foundation depth funding of a ghetto studio to be staffed by black broadcasters was denied. WBFO is moving ahead anyway using existing university facilities and staffing the operation with black students who work at the station. Working with the University Urban Extension in a new Store Front Center, WBFO hopes to begin ghetto originations within the current year. Black students at the University view the idea as something with meaning to them, something they can participate in and learn from. This is an answer to those stations that say they can't really get involved without foundation support. Is it really the money? Or is it a question of priorities and imagination? Think about it.

ITEM: "Focus Intercity" hit the air two weeks ago as an open-ended series on Saturday afternoons. It is geared for and by the black community. Primarily soul-folk music at the moment, the show includes a one-hour segment called "Youth Speaks" with black kids hitting the hard questions about themselves and about Whitey. It's an interesting experiment. The Man is hearing blacks discuss him rather than the other way around.

"Focus Intercity" will talk to anyone relevant, will take on any issue that is a part of what's happening. One segment, still on the boards, will reach for the Puerto Rican Community in Buffalo in Spanish.

Maybe WBFO is approaching some sort of millenium with white management hiring a black producer who includes on his series Puerto Rican affairs in Spanish.

CONTACT: William H. Siemering, General Manager

ON TRAINING . . .

Special attention is called to the 1968 URBAN BROADCASTING WORKSHOP to be held at the American University, Washington, D. C. during the month of August.

Six Washington, D. C. broadcasters and the Department of Communication at American University have developed a program to attract and train promising urban and minority group students for work in radio-television industry. The plan is simple and effective:

1. Select high school juniors of promise (with aid of school counselors, NAACP, Urban League, etc.)

2. Provide a tuition free, intensive workshop for them during one month in the summer.

3. Select the most promising of the students for eventual decision-making positions in broadcasting; keep in touch with them during their senior year of high school, motivate them, encourage them to do their best during their last, crucial year of high school.

4. Provide scholarships and loans for the students selected so they can attend college.

5. Provide summer broadcasting employment for the students selected.

6. See that students are placed in a broadcasting job upon graduation.

The plan suggests what can be achieved by cooperation between broadcasters and a local university. This is the second year of the project. Can any of you in other parts of the country start a similar workshop?

I'll be passing along reports of related ideas, experiments, and training and hiring efforts by other educational radio and television stations as they come in. Several stations have reported a sincere desire to hire blacks but point to a lack of preparedness on the part of job applicants. The Urban Workshop suggests one possible answer.

Now what about you and your station? Silence doesn't necessarily indicate inactivity, but if you are involved, then why not take that next logical step and involve yourself where the good things you are doing can be shared at the national level? Let me ask you the following:

What programs for, by or about Disadvantaged citizens is your station working on?

What ideas are on the drawing board?

Can you share funding solutions with other NER stations?

What good program ideas failed in their production and why?

How have you "plugged in" to the inner city on the rural ghetto in your part of the country?

Where do you find most support for such programming? Municipal government? School Boards? Church organizations?

Are you training anyone from Disadvantaged groups in communication skills with a view toward staff employment?

Have you found hiring Negroes on your staff facilitates a more meaningful station approach to this programming? If so, in what ways?

What is the value of a black production unit?

Do any of your programs get replay on local commercial stations where such stations have a larger coverage pattern than your own?

These are only a few of the questions. You are raising others every day as you decide your own station's approach to programming for the Disadvantaged. It is your answers, based on your own first hand experience that I hope you will share with us.

I'd like to point out once again that the value of these reports to you depends on you. Your experiences in doing your job, no matter how modest, could be of real help to someone else.

NEXT WEEK'S REPORT: WBUR, Boston: Moving with "The Drum", a new series so plugged into the Roxbury District that City Hall sent out a press release urging community-minded citizens to listen.

KFJC, Los Altos Hills, California: At the blueprint stage with an"Open Community Forum" idea giving the Disadvantaged a voice on the air; a basic English course for the foreign born and for the functionally illiterate; and series on the prevention of drug addiction, legal aid and consumer education.

WAMU, Washington, D.C.: Carrying live coverage of Solidarity Day, hearings on the Hill, and "The Voice of Poverty", an eloquent journey through the hearts of Poor America. Plus a look at WAMU's original "D.C. Schools Emergency Information Network."

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

• INSTRUCTIONAL COMMUNICATIONS
WMSE
Radio

AREA CODE 414
228-4664

July 24, 1968

Dr. Kenneth Clark
Project Director
Programs for the Disadvantaged
National Educational Radio
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Dear Ken:

Our telephone conversation of today was most gratifying. Naturally we are delighted to know of your interest in WUWM and in its programming for the disadvantaged.

Our Public Relations Director is assembling a file of newspaper stories already printed about our endeavors. As soon as it is complete we will send copies to you.

Meanwhile, you will find enclosed copies of the guidelines for civil emergency conduct adopted by Milwaukee area broadcasters who have been meeting at this University.

It occurs to us that if your new publication is to be produced by offset and you plan to use pictures, we might supply a photograph of Miss Janis Gorham our student director of Public Relations. She is a most attractive young woman and happens also to be a Negro. Also, we would surely appreciate receiving copies of your publication.

Again, thanks for the pleasant call. We will be in touch with the NAEB about all such programming on WUWM.

Very sincerely,

Ruane B. Hill
Director

enc.

SELF-TYPED:
PLEASE EXCUSE
ERRORS

Chuck. May we discuss the checked items on page 2 ?

DR. DAVE BERKMAN
90 EIGHTH AVENUE
BROOKLYN, N. Y. 11215
(212) STERLING 3-0833

19 July, 1968

Dear Bill Harley:

I've now read (1) your basically evasive response to my letter; (2) Richie Myers' indictment-- unintentional, of course!-- of ETV in general, and Southern ETV specifically, for its failure to serve its black constituencies; (3) Art Hungerford's document on personnel practices which, among other defects, seems more concerned with raising, a priori, the spectre of the potential side effects of any proposed remedies, than with the totally devestating nature of the disease which these might be proposed to cure.

Let me first direct myself (in reverse order), to each of these communications; and then make a final attempt to lay it on the line in as simple and direct a manner as possible, so that I can elicit a response equally as unequivocal-- and one devoid of the evasion and obfuscation which has characterized NAEB's previous responses to the twin problems of racial discrimination in educational broadcasting's programming and personnel practices.

/I realize, of course, the difficulties this presents for an organization in which a German Shepherd ETS tail wags a Mexican hairless-sized NAEB body. Yet, wouldn't it be a wonderful world in which morality was conceded to have paramountcy over pragmatism????

/...but, I digress..../

(1) Art Hungerford's Personnel document:

Where, in his Q-aire is there anything which would indicate we're attempting to to obtain a fix on the racial situation? (Or, is that the point?!?!) Where are the meaningful--albeit ticklish-- questions, such as: Do you have any black personnel on your staff? If so, how many? In what positions?

Why, where attention is addressed to the Neighborhood Youth Corps program I developed for training ghetto youngsters to assume entry-level, technical positions, does he distort the whole thing by stressing the problem of the deficiencies these youngsters display, whereas the actual program began with a recognition of these-- and then proceeded to show how they could be realistically overcome?

Finally, why are we left with an implicit assumption that any potential pool of black personnel is totally deficient in the skills, qualities, and expertise necessary to qualify one for employment in educational broadcasting, when the fact is that literally hundreds of thousands of blacks possess degrees, years of experience, and expertise in education? (Certainly the majority of professional blacks are in education.) Let me submit that it's one heckofalot harder to turn a broadcaster into an educator-- the task we attempt to accomplish with, perhaps 75% of our present personnel-- than to teach an educator what he has to know about radio or TV. (I don't know what in, say, Ray Hurlbert's background qualifies him to head the Alabama ETV network, but I'll bet there are a hundred black Alabama educators equally qualified!!! /In fact, if you want a definition of the Millenium, it will be when Hurlbert's-- or Baird's-- #2 man is black!/)

(2) Richie's collection of material "which will indicate what's being done... /for (sic!) the disadvantaged:"

Bill, if these turn memorials to the doctrine that scavenging can never substitute for substance, don't add up to an indictment of the medium, I'd sure hate like the devil to have to be the guy who had to rests its defense on these two collections of trivia! /The first thing I would do if I were attempting to satirize this situation, would be to assemble a document which attempted to justify ETV's service to blacks by noting that the Roanoke station, really, honestly, actually, honest Injun, put on a 20-some-minute tribute to Martin Luther King. Hal-Luh-Lu-Yuh!!!!) In short, I see virtually nothing here indicating Southern stations aren't doing anything more than they didn't do last November! And why is there no attention to the key question here of Southern station clearance of NET or PBL material on race? (When I brought this thing to a head at the Convention, I really never doubted that— nor did I particularly care!— that one Southern outlet might see its way to honoring a Dr. King on his death.) WHERE IS THERE ANY INDICATION IN MYERS' EFFORT THAT THE DEEP SOUTH STATIONS HAVE GROSSLY NEGATED THEIR MANDATE AS LICENSSES TO SERVE THEIR TOTAL CONSTITUTENCIES? Where is this gross omission at least pointed up, if not questioned— let alone condemned??? (Yes, I did note that one entry for one station, WIBS, on its black-white confrontation. But where is there anything that would let me know that none of the half-dozen Alabama outlets serving a non-white population of 30% could cite even a single effort???)

(3) Your letter:

in which I was immediately struck by a rather marked contradiction: It is imperative, you wrote, to first collect relevant data before calling the personnel committee together. /Though, as noted above, the really relevant data seems the one type we won't be collecting!/ Yet at the same time, you indicate a three-step-ahead-jump, in that staff hiring has begun in order to place a program into operation.

Bill, no Committee of which I'm a part will rubber stamp any fait accompli which has nothing more to recommend it than that it is an accomplished fact, without the most vigorous minority dissent, if only from a minority of one. (Incidentally, I'm fascimated by your lack of any refereWce to the questions I raised with regard to the Kafka-esque choice of the person to chair this committee. Am I to assume your omission speaks for itself?)

In short, all your letter, Myers' turn document, and Hungerford's memorandum tell me, is that the committee on personnel is still unscheduled to meet with the Summer almost half-over and but three months remaining until the Convention to which we are to make our report and recommendations; and that the Southern stations are, in fact, as thoroughly remiss in their refusal to serve their black constituencies as I originally contended.

Therefore, as simply and as directly as possible— anything beyond simple Yes's or No's would really be superfluous— will you answer these questions:

(1) Will the NAEB go on record—especially now that the FCC has ruled that a station's hiring practices are a legitimate criteria in determining its right to hold a license— in stating that it is incumbent upon all of its members to hire and staff at all personnel levels, up through top management, in such a manner as to insure an equitable racial balance?

(2) Will the NAEB issue an unequivocal statement that it is wrong for an ETV station to refuse to carry a program containing material on racial matters simply because the dominant racial constituency might raise objections or withold support?

(3) Will the NAEB give teeth to such pronouncements by conducting, and making public, a study designed to show whether or not each of its member stations are implementing these policies?

Bill, either I receive an affirmative response to these questions by the beginning of August, or I must initial conjecture of last month was correct: that racial justice in educational broadcasting will not come from within, but must be imposed upon it by pressures emanating from outside agencies who must first be alerted to the situation.

If there is nothing which leads me to reject this belief by that time, I will simply take it upon myself, unilaterally, to alert those relevant agencies as noted in my previous letter.

Sincerely,

Dave Berman

Individual Member Category

copies: to members of
NAEB Board of Directors
Personnel practices committeee

Mr. William G. Harley, President
National Association of Educational Broadcasters
1346 Connecticut Ave., N. W.
Washington, D. C., 20036

A division of

EDUCATIONAL TELEVISION STATIONS

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D.C. 20036

July 22, 1968

Fourth Report on Programming for the Disadvantaged
Ken Clark, Project Director

Your response to the need for information between stations has been encouraging. I urge you to continue sharing in the dialogue. As this Fourth Report on Programming will indicate, much is being done.

HOT PRODUCTIONS:

WQLN, Erie is underway with a public forum in which black members of the community are taking an active participation. Prejudice, Housing, Job Opportunities have been treated so far with strong viewer reaction. In addition, one full discussion aired concerned young people and their attitudes toward Life as they see it. The series continues with journeys through Mental Health, The Arts, Local Education, Urban-Suburban Annexation and other local interest topics. A strong station commitment toward a balanced black-white exchange suggests WQLN is in this program area to stay.

CONTACT: Robert J. Chitester, General Manager

In Florida, the Dade County Community Relations Board and the Community Television Foundation are moving with a daily program through which they hope to communicate with young Negroes. "It's Our Bag" has a magazine format with a variety of features. It's interesting to note that the show's "Job's for Real" insert was cancelled because promised jobs for youth in that part of the country failed to materialize. However other features make the series a lively weekday half hour.

Producer Bea Baxter enlisted the militant United Black Students at the University of Miami to take charge of the "We Are History" segment providing research, scripts and visuals. Meetings of the Dade County Youth Council which often zero in on the dropout and militancy scenes are taped live.

A regular newscast called "News in Black and White" with one black youth and one white youth sharing the newscasting honors has caught the viewers' interest.

Another weekly feature, "Law and Justice" has black younsters talking to local law enforcement officers and ... by pre-arrangement... no holds are barred as the kids ask the hard questions that affect their daily lives.

"A New Way to See" is really a photo workshop where young people take cameras to shoot their homes and neighborhoods as they see them. The purpose is the title as the kids begin to find another way of communicating ... their pictures telling more than they can say.

The Housing Hangup, Integration vs. Seperatism, The Performing Arts, a talent show tied into three such shows already underway in local schools and parks ... these are only a few of the features of "It's Our Bag." The show hosted by Sylvia Rolle and co-hosted on a rotating basis by DJ's from the rock-and-soul radio station WMBM extends its audience each night when the audio track is replayed on WMBM, a station that hits the black youth where they live.

CONTACT: Bea Baxter, Producer, "It's Our Bag"

KCET, Los Angeles is enthusiastic about its "Black Perspective" a series that for the first time gives the Southern California black press an outlet. Frankly patterned in meet-the-press format, the series takes on a variety of guests and issues. The difference: the questions are posed by black reporters who query out of gut level experience.

CONTACT: Charles Allen, Program Director

KTCA-TV, the Twin City Area Educational Television Station is tackling social and economic problems confronting the black population with "Black Voices." The program also showcases black art, theater and history. The idea of the program is stated at the top of each show, "Black Voices is for black people, but anyone can watch, can listen, can think."

The Twin Cities station also program a fiteen minute production called "The Runner" produced by and for the approximately 20,000 Chippewa and Sioux Indians in the area. The programs are straight-forward news presentations, giving information concerning affairs at the reservation, updating information from all Federal Agencies which deal with Indians and Indian community problems. Special note: members of the Twin City Indian community are in the process of themselves raising money in order to insure continuation of the series.

CONTACT: Joseph T. McDermott, Director of Project Development for the Twin City Area Educational Television Station.

WMSB, East Lansing connected with a group of ADC mothers on a project called "Welfare Rights Mothers Visit Kathe Kollowitz." The women, either thought of negatively (or not at all) by the community were invited to visit a travelling exhibit of prints by Kathe Kollowitz. Then they sat down and talked about the experience ... about the prints, about art, about themselves in relation to art. They did not discuss being on welfare. They talked, out of their own valid intelligence, about the art that touched them as human beings.

The Community was astounded. Who ever heard of women on relief talking about art? East Lansing did, and the town learned something.

And what about the Welfare Rights Mothers? They've stayed together to press for legislation affecting them; they are functioning with a new sense of identity. One TV program didn't do it all; but it helped.

"The Deer People of Athens" told the story of a group of 70 Mexican-Americans, migrant workers who were moved by their employer into an abandoned high school near the center of a very small town. The repercussions were immediate. The program tells it like it is, and like it will be next year, and the year after, until people begin to look at each other as human beings instead of freaks.

CONTACT: Martin Gal, Producer, WMSB

Special attention is called to the 1968 URBAN BROADCASTING WORKSHOP to be held at the American University, Washington, D. C. during the month of August.

Six Washington, D. C. broadcasters and the Department of Communication at American University have developed a program to attract and train promising urban and minority group students for work in the radio-television industry. The plan is simple and effective:

1. Select high school juniors of promise (with aid of school counselors, NAACP, Urban League, etc.)

2. Provide a tuition free, intensive workship for them during one month in the summer.

3. Select the most promising of the students for eventual decision-making positions in broadcasting; keep in touch with them during their senior year of high school; motivate them, encourage them to do their best during their last, crucial year of high school.

4. Provide scholarships and loans for the students selected so they can attend college.

5. Provide summer broadcasting employment for the students selected.

6. See that students are placed in a broadcasting job upon graduation.

The plan suggests what can be achieved by cooperation between broadcasters and a local university. This is the second year of the project. Can any of you in other parts of the country start a similar workshop?

A less elaborate, but just as exciting project is underway at WTHS-TV, Miami where eleven disadvantaged youths from the Neighborhood Youth Corps have been hired for the summer to learn both on and off camera skills. In addition, a special tutoring course is being pursued with the eleven. As producer Bea Baxter puts it, "Soul Talk is an O.K.

way to communicate in the home or on the streets, but when these kids come up against the job market they have to use another language; this is what we're trying to give them."

I'll be passing along reports to related ideas, experiments, and training and hiring efforts by other educational radio and television stations as they com in. Several stations have reported a sincere desire to hire blacks but point to a lack of preparedness on the part of job applicants. The Urban Workshop and the WTHS-TV project suggest station training as one possible answer.

Now what about you and your station? Silence doesn't necessarily indicate inactivity, but if you are involved, then why not take that next logical step and involve yourself where the good things you are doing can be shared at the national level? Let me ask you the following:

What programs for, by or about Disadvantaged citizens is your station working on?

What ideas are on the drawing board?

Can you share funding solutions with other ETS stations?

What good program ideas failed in their production and why?

How have you "plugged in" to the inner city or the rural ghetto in your part of the country?

Where do you find most support for such programming? Municipal government? School Boards? Church organizations?

Are you training anyone from Disadvantaged groups in communication skills with a view toward staff employment?

Have you found hiring Negroes on your staff facilitates a more meaningful station approach to this programming? If so, in what ways?

What is the value of a black production unit?

Do any of your programs get replay on local commercial stations where such stations have a larger coverage pattern than your own?

Is the audio track for such programs being used by local radio?

These are only a few of the questions. You are raising others every day as you decide your own station's approach to programming for the Disadvantaged. It is your answers, based on your own first hand experience that I hope you will share with us.

I'd like to point out once again that the value of these reports to you depends on you. The April meeting in New York created a climate of interest and impetus. Many of you went home and got on with the job. Your experiences in doing that job, no matter how modest, could be or real help to someone else.

NEXT WEEK'S REPORT: WTTW, Chicago on hiring, blacks, ghetto feedback and a special look at "Our People," a sociological variety series.

KQED, San Francisco coming on strong with "Blacks, Blues, Black!" a series featuring Ghanian Journalist-Actress-Playwright-Singer Maya Andelou.

WQED, Pittsburgh telling what's happening on the black scene that makes the news as well as giving a searching look at Negro history, culture and the matter of survival.

WTVS, Detroit hits the local white community with "In Your Own Interst," a five-parter that made viewers harshly aware of ghettos and ghetto dwellers.

Enclosure

WAUP/FM/88.1 mhz. The University of Akron

July 19, 1968

Mr. Ken Clark
Project Director: Programs for disadvantaged
National Educational Radio
1346 Connecticut Avenue N.W.
Washington D.C. 20036

Dear Mr. Clark:

Let me first apologize for the lateness of this response to your letter of June 27. We at WAUP are highly encouraged by your comments, and find many potential benefits in our mutual association.

To the points of your request:
WAUP has aired the following Urban-related programs, and they are available in our library -

#1

- A lecture by Dr. Daniel P. Moynihan, director of the Center for Urban Studies of Harvard and M.I.T. called "City in Chassis" (@24:00)
- A Press Conference held by Dr. Moynihan on the day of his lecture, December 6, 1967. (30:00)
- A Lecture/panel discussion with Dr. James Conant of the Lemberg Center of Violence at Brandeis University; with response from a panel of prominent academic, government, and civic leaders from the Akron area. November 29, 1967 (60:00)
- A lecture by Whitney M. Young, executive director of the National Urban League Inc. on January 28, 1968 - "The Current Dilemma: Challenge and Opportunity". (30:00)
- A News Special on the dedication of the "Old Stone School" (c.1870) to be used by Akron elementary school students in studying history. (60:00)
- A series of 15 half-hour programs, "Along the Ohio Canal", compiling the largest available amount of audio material about the canals and their subsequent developing of the state of Ohio, by use of interviews, music, and poetry. This series discusses historical, social, and current influences of the canal on the state and vice-versa.

July 18, 1968

Dr. Kenneth Jones
Director
Telecommunication and Film
San Diego State University
San Diego, California 92155

Dear Dr. Jones:

In recent discussions with Art Hungerford, he has outlined your proposed plans to establish a "ghetto" educational radio station in San Diego, programming by, for, and about the disadvantaged. I understand that in conjunction with this project you are planning an extensive trip to various areas in the United States which are now or may be in the future undertaking similar activities and uses of educational radio. With this in mind, Art has requested that I send you any information NER has available at the present time about educational radio stations that have or are planning specific action programs in this important area.

I am aware of only one educational radio station, station WBFO, Buffalo, New York, that has plans on the drawing board to establish a "ghetto" station similar to that which you are planning in San Diego. Bill Siemering, Manager of WBFO, The State University of New York, Buffalo, has submitted a proposal to The Ford Foundation for a grant to develop an educational radio outlet for the disadvantaged in the Buffalo innercity. It would seem that Bill would be an excellent contact for you.

I understand that the Dade County School District in Miami, Florida, is also doing some excellent programming for the disadvantaged on their local FM radio station, WTHS-FM. This station is widely listened to, and from all reports is doing a very effective programming job. The coordinator for the program is Miss Bea Baxter.

As you may know, Ken Clark recently assumed the position of coordinator of the NAEB project, Programming for the Disadvantaged. Ken has already mailed out

questionnaires to all educational radio and television stations requesting detailed outlines of their programming efforts for and about the underprivileged. A number of exciting program descriptions have already been returned to us. Plans are to publish a weekly bulletin which will describe present and proposed projects in this field. Ken informs me that he plans to mail the first of these bulletins early next week. I am requesting him to put you on this mailing list so that you will be kept up-to-date on all activities. I am also forwarding a copy of this letter to Ken, and if he has any further suggestions, I am sure you will hear from him.

Art Hungerford asked me to include with this letter the following information and attached enclosures:

"I find no place where it is proposed to set up a non-commercial inner-city radio station. Maybe Ken has some information. I assume you've read NYT on Columbia Workshop, but here's a carbon copy anyway.

Talked to Erik Barnouw. He knew of Dr. Sol Worth at Annenberg School, University of Pennsylvania, Philadelphia, who has been showing disadvantaged kids how to make films. There is also a similar film unit functioning in NYC under Deputy Mayor Costello and uses facilities of WNYC; Sy Siegal, 2500 Municipal Bldg., NYC, 10007, would know.

Also enclosed is flyer on Roger Penn's trail-blazing effort here. He's the finest; sincere and dedicated to a good cause. Certainly you want to see his workshop in August. I'm sure, also that John Taylor in Chicago would be a gold mine of information.

Does any of this help?"

I will continue to mail you pertinent information that may be helpful to you as I become aware of it.

Good luck!

Sincerely,

Lucinda K. Landreth
Administrative Assistant

cc: Mr. Ken Clark
Mr. Art Hungerford

July 17, 1968

Mr. Phillip Horton
Center for New York City Affairs
70 5th Avenue
New York City, New York

Dear Mr. Horton:

Las week a package of material about programming for the disadvantaged, which had been prepared by this office, was sent to you at the request of Dr. Richard Meyer. We would be pleased to discuss any of these matters with you further at your pleasure.

Sincerely,

Chalmers H. Marquis

CHM/bb

cc: Mr. Kenneth R. Clark
Dr. Richard Meyer

J 173 3703 032

UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA 33620
AREA CODE 813: 988-4131

DIVISION OF EDUCATIONAL RESOURCES

July 15, 1968

Mr. Ken Clark
Project Director
Programs for the Disadvantaged
NER-NAEB
1346 Connecticut Avenue
Washington, D.C. 20036

Dear Ken:

In reference to your letter of June 27th, please be advised we are willing to join this effort, but are off the air for the summer, necessitated by shortage of student personnel and the prevailing lack of funding which hits us hard every summer.

Nevertheless, we have programmed all series available from NERN in the past which fall into the broad category of programs for the disadvantaged, have done several programs in the past which have featured panel shows concerning the problem and the people involved. These programs have also been done in cooperation with the League of Women Voters. We just finished airing the Group W outstanding ten part dramatic series, "The Great Ones," dramatizing the lives and underscoring the triumphs and heartbreaks of outstanding Negroes in American history. I'm sure this series is available to almost any non-commercial station which wants it. I consider it great dramatic fare.

We are currently hoping to cooperate in the State of Florida project to work in this area. The Department of Education, headed by Floyd Christian is considering the joint efforts of six ETV and six ER stations in Florida with said stations submitting ideas. I understand that the sum of $6400 is available and, as a single station, we are financially unable to do more.

Whatever form the final decision takes, I hope it will avoid the overworked discussion format, but anything of significant

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

WFSU-FM RADIO
UNIVERSITY BROADCASTING SERVICES

July 10, 1968

Mr. Kenneth Clark
Project Director, Programs for the Disadvantaged
National Association of Educational Broadcasters
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

Dear Mr. Clark:

I'm delighted that NAEB is taking an active role in promoting programs for the disadvantaged and organizing this on a national basis. We have done, and currently are producing, some things that may be of interest to you.

As is probably the case with many educational radio stations, we have on the basis of past programming built up an audience that is sophisticated, well-educated and in middle to higher income brackets. This has been a barrier to our broadcasting programs intended directly for the disadvantaged. I feel that unless we devoted a sizable portion of our broadcast day to this group we could not interest it in listening to FM even if sets were available. We have therefore aimed our productions at the audience we know listens, hoping to promote action on its part since many of these listeners are in positions in the community in which it is possible to do so.

During last February and March we broadcast a series called "The Quest for Equality" which was produced here. These were a series of discussions moderated by the chairman of the Sociology Department at Florida A & M University (predominantly Negro). The discussions by faculty and community members were centered around the problems and aspirations of the Negro in the United States in general, and Tallahassee in particular. Individual topics for the seven programs were:

1. Historical perspective for race relations today
2. Objectives and activities of various civil rights groups
3. Employment and housing
4. Education
5. Political participation of Negroes in American society
6. The role of the Church
7. The future of the Quest for Equality

The programs may be of interest to you even though a portion of each was devoted to specific conditions in Tallahassee.

Clark

Arthur L. Singer, Jr.
Special Consultant to the President
Yale University
493 College Street
New Haven, Connecticut 06520

July 10, 1968

Mr. Chalmers H. Marquis, Executive Director
Educational Television Stations
1356 Connecticut Avenue
Washington, D.C. 20036

Dear Mr. Marquis:

Thanks very much for your letter of June 20th about "One Nation Indivisible?". I appreciate your sending me the materials about ETV programming for minority groups. We have been getting a remarkably interesting set of reactions to the series. I have asked Marc Tucker to share these with you. There will also be a more systematic evaluation report available in the fall.

I have left EDC and am now on temporary assignment at Yale University, but I expect to take a continuing interest in educational television, both instructional and community broadcasting.

Sincerely,

A. L. Singer

Arthur L. Singer, Jr.

ALS:dm

EDUCATIONAL TELEVISION STATION
RECEIVED
JUL 15 1968

THE AMERICAN UNIVERSITY
WASHINGTON, D. C. 20016

WAMU-FM 88.5
NON-COMMERCIAL RADIO

(202) 966-6506

AFFILIATIONS

NATIONAL EDUCATIONAL RADIO (NER)
EASTERN EDUCATIONAL RADIO (EERN)

July 10,1968

Mr. Kenneth Clark
National Educational Radio
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Dear Mr. Clark:

In response to your letter of June 27, 1968 concerning"Programs for the Disadvantaged"we now submit the following resume of our past and present projects directly concerned with involvement in urban problems.

WAMU-FM is concerned with what you call "the crisis of the people left behind." Our programming reflects this as do our future plans.

Sincerely,

Roger Penn
General Manager, WAMU-FM

RP:PM

ETS
A division of
EDUCATIONAL TELEVISION STATIONS
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
PHONE: 667-6000 • 1346 CONNECTICUT AVENUE • WASHINGTON, D. C. 20036

July 9, 1968

Mrs. Elinor K. Wolf
Coordinator for Citizen Participation
400 Maryland Avenue, Room 4111
Washington, D. C. 20202

Dear Mrs. Wolf:

Thank you for giving me the opportunity to meet with you and William Whalen in your office this week. It is my conviction that educational radio and television must play an important part in your responsibility to involve the community in education and I mean to do all we can to assist you.

Commissioner Howe's memorandum to chief state school officers on involving the community in the Elementary, Secondary Education Act seems to me something we ought to put before all of the educational broadcasters in the nation. There are many ways in which they could be of value in carrying forward these objectives in each of their communities. For this purpose, we would like to request 400 copies of that memorandum in order that we may distribute it to all stations. I'd appreciate it therefore if you could supply these to me.

As I look at the request that each community form its own committee, it occurs to me that it would be logical to assume a national committee might evolve from these many local committees. Is this a possibility? If so, I can see educational broadcasting being put to good use nationally to carry forward the objectives of such a national committee.

Thank you for giving me your copy of "Tell It Like It Is." I think this would make an excellent television presentation and intend to pursue that development.

Incidentally, I don't want us to forget the possibility of repeating the school TV series, "One Nation Indivisible."

This was the series, as you know, which was beamed at schools in May of this year. I think this is an excellent chance to involve your people in this series if it were to be repeated in the fall. We also don't want to forget the proposed AT&T films you mentioned. I do believe that ETV would be an excellent place to present them and hope that you can convey that to the appropriate persons.

There are clearly many directions we could move in which to get together in support of greater community involvement in education. We stand ready to assist you in which we can be of particular value. I look forward to continuing this discussion.

Cordially,

Chalmers H. Marquis

CHM/bb

cc: Mr. William Whalen

bcc: Mr. Bob Mott
Mr. Ken Clark ✓

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

• INSTRUCTIONAL COMMUNICATIONS CENTER

AREA CODE 414
228-4664

July 5, 1968

Dr. Ken Clark
Project Director
Programs for the Disadvantaged
National Educational Radio
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Dear Dr. Clark:

In response to your request for information about programming for the disadvantaged, we are happy to report that WUWM is already embarked on both programs and plans.

Following initial publication of excerpts from the Kerner Commission Report in early March, WUWM taped and aired a one-hour discussion of the report by two University of Wisconsin-Milwaukee professors (one of them black) and the pastor of a Milwaukee core area church extensively involved in racial issues. The program was of such quality that it was subsequently re-aired by WFMR, a popular local FM station.

Later in the same month, we were planners and participants in a two-day national conference on "THE MASS MEDIA AND URBAN TURBULENCE" held at Wingspread, Racine, Wisconsin, under sponsorship of the University and the Johnson Foundation of Racine. Some conference sessions and some interviews were taped and have since been aired.

More

Since March, WUWM has held monthly meetings at the University for Milwaukee radio and television newsmen and management, to determine a voluntary code of newscasting during times of urban disturbance, as well as to establish contacts enabling more extensive regular coverage of the inner city. These meetings have been highly successful and will be continued.

MICHIGAN STATE UNIVERSITY EAST LANSING

RADIO STATIONS • WKAR • WKAR—FM

July 3, 1968

Mr. Ken Clark
Project Director
Programs for the Disadvantaged
NAEB
1346 Connecticut Avenue N.W.
Washington, D. C. 20036

Dear Ken:

In response to your memo of June 27, let me first congratulate you on your recent appointment and suggest that whatever assistance I may provide in your worthy campaign is yours for the asking.

WKAR has one series of programs on the road and one in the formative stages which excites us. Two months ago, we learned that the conventional news outlets in Lansing-East Lansing and surrounding areas had not been covering the efforts of the poor to campaign locally and nationally to raise money for legislative petitions or to facilitate communication between the poor of the community and the remainder of the community. In fact, further examination of the problem revealed that neither newspapers nor the broadcast stations in the mid-Michigan area covered any news or efforts of the disadvantaged.

Contact with spokesmen for the disadvantaged resulted in a program series (one-half hour weekly, minimum) broadcast once on each of our stations (AM & FM) which provides continuing examination and dissemination of information about the problems of the disadvantaged in our coverage area and the implications of the solutions. Initial efforts by WKAR have been well-received by the disadvantaged and advantaged alike. One spokesman for the poor stated, "For the first time we have the opportunity to say something with the knowledge that we'll be heard!"

BROADCAST BUREAU

RESEARCH AND EDUCATION DIVISION

MEMO

To: Ken Clark

I have been delighted with your reports. Much needed and long needed. Keep them coming!

Enclosed are some speeches pertaining to our common interest and goals.

I hope we can meet soon. Let me know when you venture from the DuPont Circle civilization to the hinterlands of 20th and M.

Bob Wells

FOOTHILL COLLEGE

12345 EL MONTE ROAD • LOS ALTOS HILLS, CALIFORNIA 94022

TELEPHONE 948-8590

KFJC - 415 - 948-8870

July 3, 1968

Mr. Kenneth Clark
National Assn. of Educational Bdcstrs
1346 Connecticut Avenue
Washington, D.C.

Dear Ken:

Welcome back! I'm delighted to hear of your new appointment with NAEB. Things keep getting better and better for you. This latest assignment certainly sounds like you're going to be involved in something very crucial and at the same time very exciting (not that your prior work abroad wasn't significant as well).

To business first. I was very interested in the details of what you'll be trying to do with programming for the culturally and economically disadvantaged. Like many other educational media people I'm anxious to have a hand in this challange. And perhaps KFJC-FM in its own way can make a contribution. Enclosed is a copy of an initial proposal for programs that we could air starting in the Fall. Actually, the ground-work for this activity was initiated last Spring, anticipating as it were the kind of committment that you and NAEB seem to be making.

Cal Flint suddenly awoke to the general seriousness of the situation and budgeted $50,000 this year to implement a program at Foothill. This amount, while not an overwhelming sum for this kind of program nonetheless is quite significant when one considers the very "tight" financial situation which now prevails over our rather expensive 2-campus operation (Foothill is no longer acting like the rich College of a few years back). Flint has appointed two full-time directors to the program who've set up a committee to investigate, advise and assist in the set-up for our district. Right now the information is just starting to come in. Questions as to whom exactly are we trying to help, and just how can Foothill provide them with help are naturally utmost in everyone's mind. What will be the most effective way to get the show on the road (once it's decided what we can do) must also be resolved.... all the kinds of questions, I'm sure, that you're confronting right now. It shall be interesting indeed to see what response is forthcoming to our overtures.

Just how the radio broadcasts will fit in to the overall scheme is anyone's guess right now. I came up with 2 program ideas (see the enclosure) which can be easily, and I think effectively produced. Naturally they'll have to be well-publicized and run long enough for a word-of-mouth kind of publicity to materialize. The question of our audience -- what's it's size and are there enough FM

Clark

Memorandum #9

TO: Communications Coordinators, President's Council on Youth Opportunity

1. Kirk Douglas Film

I am enclosing two 16 mm. prints of a ten minute film on the need for summer-time opportunity for youth. Kirk Douglas, filmed in Harlem, and Gregory Peck, in Watts, present most effectively the need for more opportunity for inner-city youth. Kirk Douglas also directed the film, which was produced as a public service by Paramount Pictures.

It originally was produced for theater use, and 35 mm. prints now are being made available to theaters around the country. But I thought it also could be of use to you for television programming, either as an admittedly-lengthy public service spot, or as part of a discussion program or documentary on Youth Opportunity. It also could be useful in discussion groups, at civic club meetings, and other occasions where the subject is appropriate.

In re television use: Vice President Humphrey closes the film. Obviously, his participation is an appeal for help in the Youth Opportunity program. However, since it is an election year and Mr. Humphrey is a candidate, TV stations may have logical questions about using it. The head of our audio-visual department checked a print, and said it would be possible to take off the close and splice it back after use without loss of quality until after several such editings and resplicings.

This film would have been particularly effective during the pre-vacation JOBS recruitment programs, and it is unfortunate it could not be ready for earlier distribution.

But I hope it can be useful as fresh material to help spur general interest in other aspects of your Youth Opportunity program.

2. TvB Cooperation

The Television Advertising Bureau has been working with us in helping keep all television stations informed of the work of the Youth Opportunity Council and your participation. This has been in the form of a story on the advertising industry's Youth Opportunity activity in the TvB bulletin, and a letter to every television station in the country. A personal P.S. from Pete Cash, president of the TvB, was added to each letter sent to each television station in the 50 major cities. Pete's note went to all stations in each major market, whether a member of the Bureau or not.

3. Press Report

As mentioned in my last memorandum, we are planning a report to the press of your activities. As a result of discussions with John Crichton and Larry Reedy, this is being tentatively planned for early in September. Shortly after that, a formal report will be produced for distribution to Vice President Humphrey and the other members of the Youth Opportunity Council (the members of the Cabinet) and members of the National Taskforce.

Please send all information and material that should be included to Wally Clayton, JWT-New York, 420 Lexington Avenue, N.Y., N.Y. 10017.

Dan Seymour

MARYLAND EDUCATIONAL CULTURAL BROADCASTING COMMISSION

Ken Clark

NEWS RELEASE

FOR IMMEDIATE RELEASE — JULY 24, 1968

MARYLAND ETV NAMES EXECUTIVE PRODUCER FOR URBAN AFFAIRS

The appointment of Walter S. Brooks as Executive Producer for Urban Affairs was announced today by Dr. Frederick Breitenfeld, Jr., Director of the Maryland Educational Cultural Broadcasting Commission. Mr. Brooks was formerly National Target City Project Director for the Congress of Racial Equality.

Mr. Brooks is expected to work closely with the people and organizations in Maryland's urban communities, establishing and linking their activities and interests to program development at the Maryland Center for Public Broadcasting now under construction in Owings Mills. His exclusive concern with urban problems and his four part role as producer, production supervisor, talent scout, and coordinator of organized group viewing and "follow-up", make his position with Maryland ETV a "first" in the nation.

A native of Havre de Grace and a graduate of Ansonia High School, Ansonia, Connecticut, Mr. Brooks served in the Air Force and the Post Office Department before becoming active in the civil rights movement.

Since 1960 he has participated in CORE, NAACP, SCLC and SNCC activities in Maryland, Alabama, Mississippi and the Northeast. From Chairman of the New Haven, Connecticut Chapter of CORE in 1961, he rose to national leadership in 1965 as Field Secretary for CORE.

In 1966 Mr. Brooks was appointed National Target City Project Director for Baltimore and a member of CORE's Executive Council. In Baltimore he was instrumental in arranging for the funding of training programs for inner city residents and for the improvement of communication between the Black community and the city.

In making today's announcement Dr. Breitenfeld said, "Mr. Brooks' position as Executive Producer will give him the responsibility and freedom we believe are essential to his serving Public Broadcasting in Maryland in the identification of needs and the development of programs to serve the urban community."

First broadcasts from the Maryland Center for Public Broadcasting are scheduled for next spring.

Contact: E. B. Woodworth
301-837-6652

KEBS TTT
TELEVISION 15/FM RADIO 89.5

July 3, 1968

Mr. Kenneth R. Clark
Project Director; Programs for the Disadvantaged
Educational Television Stations
1346 Connecticut Avenue
Washington, D. C. 20036

Dear Ken:

Congratulations on your appointment! I hope we can develop a good library of exchangeable programs.

I do not currently have any ghetto programs in our library that would be usable beyond the San Diego community. We have done a few programs relating to and involving members of that community, but they were all timely and local. We are developing several programs that will get us deeply involved in ghetto programing and that should relate to both the black and Mexican-American populations. While it is too soon to say whether or not they would be useful beyond San Diego, I should state that our emphasis at the moment will be on local programs related to local happenings. What would actually develop remains to be seen.

We will, as you suggest, take the initiative and inform you of anything which might be useful beyond our own environs.

Sincerely,

Brad

Bradford B. Warner
Program Director
KEBS-TV

WEST VIRGINIA UNIVERSITY • MORGANTOWN, WEST VIRGINIA

OFFICE OF RADIO, TELEVISION, AND MOTION PICTURES
STATION WWVU-TV, CHANNEL 24

26506

July 3, 1968

Mr. Ken Clark, Project Director
Educational Television Stations
1346 Connecticut Avenue
Washington, D.C. 20036

Dear Mr. Clark:

I was pleased to learn of the NAEB project you are now directing and wish you well.

WWVU-TV will not be on-the-air until December but has been active for a number of years in motion picture production. We have done no programs on the ghetto but I thought you might want to know of an award winning film we produced in 1963. A 16mm color film, SPRING COMES TO VINTROUX, documents the actions taken by citizens of a small community near Charleston which -- with the help of the WVU Cooperative Extension Service -- worked together for the betterment of a community which had not kept abreast of the times. Narrated by Frank Blair of NBC News the program won two first-place awards in national competitions. It has been distributed by EEN and I feel has a positive timely message regarding community team work.

I will keep you appraised of any future production efforts which might relate to your project.

Cordially,

Paul G. Yeazell
Programming Operations Manager

bp

radio des moines
KDPS
Phone: 2847723

DES MOINES PUBLIC SCHOOLS

88.1 fm

DEPARTMENT OF RADIO AND TELEVISION
1800 GRAND AVENUE
DES MOINES, IOWA 50307

TELEPHONE: AREA CODE 515
MANAGER 284-7768
STUDIO 284-7723

July 3, 1968

Mr. Ken Clark
National Educational Radio
1346 Connecticut Avenue, N.W.
Washington, D.C.

Dear Mr. Clark:

I was most pleased to recieve your memo of June 27, and to realize that there is concern on the part of other non-commercial broadcasters as to what our radio stations might do to help calm racial unrest.

To directly answer one of your questions... no, Des Moines doesn't know what Boston is doing! ...and I'll bet that Boston doesn't know what Des Moines is doing (unless they read "Billboard" magazine). I hope that your office can truly act as a clearinghouse for new ideas.

We, in Des Moines, have realized for some time that public broadcasting can have a profound influence on minority groups, and have begun a one-hour nightly program aimed at the negro audience. Although we do not believe that "block" programming has any impact on such an audience, (especially if the station is "Fine Arts" oriented) we have set up this one-hour segment as part of our total programming concept. During this one-hour, each night, we program "soul" music, and in-between, we drop-in short (one or two minute) educational, cultural, and philosophic vignettes aimed at the negro audience...especially the negro teen-ager. We operate much as a commercial station, using the music as the "draw" and instead of commercials, we program our educational vignettes. Knowing that the negro audience is very news oriented, we also are strong on news (a 15 minute summary is part of this hour). We are also programming job opportunities with the assistance of the State Employment Office here in Des Moines.

This "soul" hour (9 PM to 10 PM) is followed by a jazz program which is appealing to both black and white, so I guess you could say that we are devoting two hours each evening to the negro audience.

W B F O

The FM Radio Service of the State University of New York at Buffalo, 88.7 mc., 3435 Main Street, Buffalo, New York 14214

July 2, 1968

Mr. Ken Clark, Project Director
Programs for the Disadvantaged
National Educational Radio
1346 Connecticutt Avenue, N.W.
Washington, D.C. 20036

Dear Mr. Clark:

First I want you to know how pleased I am that the NAEB finally appointed someone to this most important position. I have long been disappointed that they had not done more in this area before.

I am enclosing a number of materials on programs WBFO has produced and is planning in this area. Our record goes back to 1965 when we did a series entitled, TO BE NEGRO, to let the white community know what it feels like to be a Negro in our society. One of our black students did an excellent documentary on Resurrection City; we sent this to NER network but I don't believe they distributed it and it is, of course, no longer current. We did a series called, NATION WITHIN A NATION, on the Iroquois Confederation which several stations around the country have used and it is still available and timely. You will see from one of the enclosed program guides that we ran the guide as advertising in Buffalo's largest Negro weekly and sent this to our predominantly white subscribers as another medium of communicating black thought and culture.

We had offered the enclosed proposal to the Ford Foundation for funding a studio in the black ghetto to be staffed by black personnel. We have good black support for this idea but unfortunately we don't have the funds. I do plan, however, to go ahead with a more limited project of this nature using some existing university facilities and staffing it with black students who work at WBFO. You can see from some of the enclosed material a description of a pilot project we had in this regard last summer. I don't see this as a "summertime only" activity, and all our efforts are not aimed at "cooling it" for the summer but to provide ongoing communication from this all too separate and unknown part of society.

My personal feeling is that the network being contemplated by the Ford Foundation will have little value if local stations are not also doing even more to correct the problems in their own communities. They must have cred-

THE AMERICAN UNIVERSITY
WASHINGTON, D. C. 20016

WAMU-FM 88.5
NON-COMMERCIAL RADIO

(202) 966-6506

AFFILIATIONS

NATIONAL EDUCATIONAL RADIO (NER)
EASTERN EDUCATIONAL RADIO (EERN)

Ken Clark
- C Lu

June 27, 1968

Mr. Chalmers H. Marquis
Educational Television Stations
NAEB Division
1346 Connecticut Avenue
Washington, D. C. 20036

Dear Chuck:

I have enclosed an information sheet plus 200 copies of a folder describing our 1968 Urban Broadcasting Workshop. This is our second year for the project which proved extremely successful in 1967. I thought you might wish to send copies to the ETS group since other people may wish to start similar programs elsewhere.

Best!

Sincerely,

Roger Penn

Roger Penn
Associate Professor
WAMU-FM General Manager

RP:DNB

Media and Education: A Look At It Like It Is

An address to the District of Columbia Association for Supervision and Curriculum Development

June 7, 1968, at the National Education Association, Washington, D.C.

by Dr. Robert L. Hilliard

Chief, Educational Broadcasting Branch, Federal Communications Commission
Executive Vice-chairman, Committee for the Full Development of the Instructional Television Fixed Service
Chairman, Federal Interagency Broadcast Committee

(Inasmuch as some of the areas discussed by Dr. Hilliard are not within the jurisdiction or responsibility of the FCC, FIBC or ITFS Committee, his remarks do not necessarily reflect the approval or endorsement of these organizations.)

Mrs. Walker, Dr. Manning, Mr. Fletcher, Dr. Wilhelms, Mr. Kornhauser, Distinguished Guests, Ladies and Gentlemen:

We bear with us today the emotional burden of a personal and national tragedy. Some of us have reservations about being here. I thought about this a good deal, as I know all of you have. Because what I am going to talk with you about today relates to some of the goals and needs that Senator Robert F. Kennedy dedicated his life to, because some of what I want to say to you directly concerns the events of the past few days and their meaning for us all, I am not only willing to be here, but grateful to you for the invitation that allows me to be here to talk with you about these things.

Thank you, Lou /Kornhauser/ for your very generous introduction.

I have an additional confession to make. I have a Ph.D--in education.

I have an even worse confession to make. I went to Teachers College, Columbia.

And what's worse--I liked it.

And the most terrible thing of all--I did post-doctoral work at T.C. in curriculum and administration.

Now all this should clearly disqualify me from addressing you here today as a government official. Because, on paper, at least, I should know what I'm talking about.

But don't be fooled by credentials. I'll disabuse you of that by saying right off that I believe John Dewey was right. That's enough to alienate at least half of any crowd, in education or out.

Recently I was reading a review of a new edition of John Dewey's "Lectures in the Philosophy of Education," originally written in 1899. The review stated that Dewey's philosophy of education "has only a limited relevance to the problems in our schools and colleges that perplex us most." The implication, as I understood it, was that Dewey's stress on the socialization of the child--that is, the education that could put the child into an effective relationship with and control over his environment--was not entirely desirable or successful, as related to the potentials and needs in education. Unfortunately, the reviewer seems to be further away from the realities of education today than Dewey was 70 years ago. What are the desirable goals of education today? Combining the instrumentalist, rationalist and eclecticist philosophies, education's goals are, briefly, fourfold: to educate the student to achieve effective participation as a citizen in the affairs of the world; to achieve self-realization; to acquire some degree of vocational efficiency; and to attain ethical and aesthetic growth.

Dewey could not do this, seventy years ago or even thirty years ago, except in a partial and limited way. Very simply, he could not take every student in every classroom into every corner of the outside world; and he obviously could not bring the world into the classroom. I don't have to tell you that we are doing precisely that today in every classroom where the modern media of communication are present and are being used.

Now that's a nice friendly academic way to begin, isn't it. Nice, polite academic talk. Nobody disturbed or made uncomfortable.

There's only one problem. We're not living in a nice, comfortable, friendly academic world. And that perhaps is the root of our educational problem today. Many of us pretend we are.

I wonder what would happen if we tried to look at it like it really is? Yes, I am aware of what can happen. There are a lot of people who don't like it when some people tell it like it is. And that's true for educators, too. So, you've been warned. If you want to turn me off, you'd better do it now.

Let's look first at the majority of children you deal with every day in the hard, cold realities of D.C. education.

The black child is put into the classroom surrounded by print materials that he cannot read, given tasks that he cannot do and that have little meaning to his real world. In most cities he is talked at by white faces in suits and ties that drive out of the ghetto in cars every afternoon to a different society. These are conditions of Kafkaesque terror for any child; they are unreal, they have no positive meaning, and it is incredible that anybody can be expected to learn anything under them.

It is no accident that in 1967 the U.S. Commission on Civil Rights reported that not a single compensatory educational program in the United States has been successful. It is no accident that New York

University's celebrated Clinic for Learning in a junior high school in Brooklyn's Bedford Stuyvesant area "got the hell kicked out of us" and abandoned its efforts. It is no accident that the millions upon millions of dollars being poured into special education for disadvantaged children by and large produce little or no positive results.

All children, today, including and maybe especially the ghetto child, live in an aural and visual world. Yet, virtually every education program in the country is rooted in the print world of fifty years ago. How can we expect any child to learn when we continue to use nineteenth century methods and techniques to try to solve the education problems that are rooted in the twentieth century revolutions of energy, transportation and--especially--communications?

The media change not only the content, but the entire behavior and learning and growth patterns of our children and even of adults. The child entering school who has watched TV--even non-selectively--is much better informed, all other things being equal, then the child who hasn't watched TV. (A child has watched some three to four thousand hours of TV by the time he has entered the first grade.) But information is the least important of it. More important is the child's special awareness of visual observation and learning, his abilities to relate non-immediate, mediated experiences to live experiences and to print description, his openness to the utilization of media for learning development as well as being able to sit--maybe rightfully impatiently and uncomfortably--at the other end of the educational log.

By the time today's child will have graduated from high school he will have spent about 15,000 hours in front of the television set and some 10,800 hours in the classroom. Television is a primary medium of communication reception for him. And as for radio--it sometimes seems that today's youth spend more time with transistor radios glued to their ears than doing anything else.

How many of you have heard the ghetto child say he doesn't find anything interesting in school? What he means is that he's bored because he can't read the book used as the core of instruction. We cannot teach him to read the book as we might teach children who have not suffered the psychologically destructive, deprived backgrounds of many of these children. We must first reach this child to motivate him toward the personal worth and confidence that will give him a base for being willing to learn. We must use those means to reach him to which he is already tuned in: radio and television. To continue to push print as the primary approach is to continue to create an ever concentric circle of stone walls surrounding the child.

Outside of school the ghetto child thinks, uses his mind. Inside the classroom he is being shut off from the world. Television and radio can bring that world in. We must use the mass media not only to provide motivation through visual and aural action--rather than through non-meaningful (to that child) print symbols--but we must use the mass media to provide a socializing situation for the child, to make the real world a part of the classroom, to provide the

problems of the real world as the learning problem; the solutions learned--or at least the understanding obtained--is what constitutes education.

Outside of the classroom the inner-city child, just to survive, must make meaningful, effective judgments and decisions every moment of the day--and night. This requires an intelligence of a high practical order that is not reflected in the verbal oriented-cultural achievement evaluations we call IQ tests. It is the kind of ability many industry people say they are looking for, but somehow have not yet really provided opportunities for.

The intelligence and potential are clearly there. They must be motivated and matured through communications and education. They must be communicated with and given an opportunity to communicate.

But it is not enough to educate the ghetto child so that he is able to make the contributions he is capable of. It is necessary to educate white suburbia to provide unconditional, open, free and equal opportunity for all contributions for the progress of our country, regardless of the source. It is necessary to educate all children, regardless of background, to meet the special demands of the society they are living in and will live in.

Consider the fact that knowledge doubles every six years: between today and the time my/second-grade child is my age, 97% of the knowledge in the world will be new. We cannot meet the child's needs with horse and buggy educational techniques and philsophies.

As a parent with a child in the D.C. schools, I have been appalled at the resources being withheld from my child that are readily available--through WETA-TV, for example. Washington is the only one of the sixteen great cities in the country that does not make regular use of television in its schools. It is encouraging to note, however, that the D.C. Schools recently formally indicated its intention to develop an Instructional Television Fixed Service 4-channel system in the near future. (Dr. Manning has written letters on these plans to the FCC and to HEW.)

We must see the child in his present and future world; and we must also begin to see the teacher in the world like it is and not like it once was.

Let me say this: It is educationally blasphemous, economically corrupt and slanderous to human dignity and capability to permit a student to be taught such things as parts of speech, factual information, language memorization and/drill (arithmetic) by a live teacher in a classroom--when that kind of teaching can be done at least as effectively by currently available educational media, enabling the instructor to be free to work with the students in their thinking, in their aesthetic development, in their moral growth. We should at least have enough respect for our teachers to grant that they can do things beyond that which machines can do, and we should cease using them as though they were machines. We should free our youth in the classroom from the excess time needed for factual learning so that they may devote that time to their fulfillment as non-mechanized human beings; not memorizing, but creating;

as people with minds that do not store information, but apply it; as living things with feelings and imaginations to take the mundane and make them beautiful and meaningful for themselves and for all the world.

If we had done this, perhaps we should not now be so inundated in an atmosphere of violence and intolerance that results in the murder of a John Kennedy and a Medgar Evers and a Martin Luther King and a Robert Kennedy. Have we no responsibility, as educators, for the attitudes that children grown into adults bring to society and toward their fellow man. As long as we continue to stress the competitive narrowness of information regurgitation at the expense of imaginative creativity, can we expect our youth to open their minds and souls to beauty and love and respect for life?

Marshall MacLuhan has put it this way, and we cannot ignore it: "All the young are in the same position . . . The discrepency between the riches of the TV feast and the poverty of the school experience is creating great ferment, friction and psychic violence . . . but the new era and the new violence does not have an end in view . . . it is the process itself that yields the new image. When children go to school they are filled with rage at the puny curriculum . . . the children in Watts were quite right in thinking 'Why should we go to school to interrupt our education?'"

The orientation of our schools today is too often misanthropic. The track system, the honors class, the Ivy League college preparation, the regents examination, the higher and higher grades--than the next fellow. Education today, out of the side of one mouth, keeps insisting

that there is some value in learning for its own sake, for an individual's personal growth and self-realization, for his own development as a thinking, creative human being. And with another mouth education sets up a system which tries to motivate the student toward automaton learning, memorizing more and more materials to spit back as machines, out of fear and pressure of not doing as well as the next fellow on whatever standardized mechanical storage and retrieval system of robot-like-teacher-fed and robot-like-student-swallowed-and-regurgitated information measurements we call examinations.

I assure you, computers can do better.

We stopped being horses when we invented the plow hitch. Are we going to continue to make our students into computers or are we going to provide for their use the computers and whatever other modern technology will free them for their fullest achievements as human beings with some true feeling and motivation for learning?

Have the curriculum and administrative techniques and learning procedures been reorganized and changed in your school system to meet modern needs and take advantage of modern potentials?

It is one of the strange ironies that automobile manufacturers and television engineers and toothpaste tube makers consider their products of greater importance to the continually changing society than do many educational administrators and curriculum experts. In virtually every industry you can name there is a new model division. A division that redesigns the productyearly, if necessary. In how many school systems is there a new model division, ready and willing to change curriculum,

administrative procedures and teaching techniques in terms of the changing environmental conditions and needs of the students--and each year, if necessary? As educators are we, each one individually, ready to begin to look at it like it is--and willing to tell it to ourselves and to our colleagues like it is?

Are our administrative procedures and organization and curricular developments designed to serve the real, current-day needs and orientation of the students, or are the students being fit into the mold of our own administrative ease and manageability?

How long before we begin to serve the students in terms of the learning and teaching potentials and techniques of the world we live in today and the world they will live in tomorrow!

ETV REPORTER

The Complete News Service for the Educational TV and Related Industries

E. T. O'CONNELL, *Publisher*
MICHAEL H. BLAKE, JR., *Editor* PAMELA EVANS, *Associate Editor*

PUBLISHED BI-WEEKLY BY INDUSTRY REPORTS, INC., 514 10TH ST., N.W., WASHINGTON, D. C. 20004 (202) 737-7677. $45 PER YEAR

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THE PUBLIC BROADCAST LABORATORY GOT A NEW LOOK LAST WEEK AS NET ANNOUNCED a reorganization of the operation for the upcoming season. Av Westin will continue as Executive Director of PBL with operational responsibility for all productions.

Frederick M. Bohen, recently Staff Assistant to President Johnson and former Assistant Dean of the Woodrow Wilson School of Public and International Affairs at Princeton University, has been appointed Executive Editor. Both Westin and Bohen will report to NET President John F. White, and through him to the NET Board.

In addition, a programming committee, of which Westin and Bohen will be members, has been established to advise on program objectives and editorial policies. Other members will include White and several representatives of the public to be named shortly.

NET said that the PBL reorganization is largely the result of appraisals by the former Editorial Policy Board, which recently reported to the NET Board and asked that it be dissolved in order to leave the officers of NET "free to take such steps as they think appropriate in developing the second stage of the PBL experiment."

A RECORD NUMBER OF EXHIBITORS WILL OFFER DISPLAYS AT THE 17TH ANNUAL CONvention of the National Cable TV Association June 29-July 2 at the Sheraton-Boston Hotel, Boston. Approximately 75 exhibitors will show their hardware and software in 183 booths, a 19% increase over last year's show. Information about the Conference is available from NCTA, 1634 Eye St., N.W., Washington, D.C.

ETV STATIONS HAVE AIRED OR PLAN TO BROADCAST SHORTLY MORE THAN 1,000 SPEcial programs for the disadvantaged, according to the "Third Report on Programming for the Disadvantaged," compiled by NAEB's ETV Stations Division.

A major workshop session on race relations and service to the disadvantaged was held by ETS for ETV station managers late in April. Topics covered included programming needs, inclusion of the disadvantaged, community involvement, the importance of instructional TV, financing, outside program sources, and publicity, as these areas relate to the problems of civil disorders and the disadvantaged population. Copies of the report are available from NAEB's ETV Stations Div., 1346 Conn. Ave., N.W., Washington, D.C. 20036.

"MUSIC IN MOTION," A TWO-HOUR SPECIAL FEATURING FIVE DRUM AND BUGLE CORPS from the Eastern U.S. and Canada, will be aired July 4th from 8 to 10 P.M. over WNDT (Ch. 13) N.Y. The bands will be competing for $5,000 in prize money at MacArthur Stadium in Syracuse, N.Y.

The five competing corps are the Connecticut Hurricanes, Sheldon, Conn.; New York Skylines, New York City; Long Island Sun-Risers, Long Island, N.Y.; Baltimore Yankee Rebels, Baltimore, Md.; and Les Diplomates, Quebec, Canada.

"Music in Motion" is being produced by WCNY-TV Syracuse for the Eastern Educational Network under a grant from the Carnegie Commission. Ted Weinheimer of WCNY-TV is Producer-Director.

THIRTY-ONE OUTLETS OF THE EASTERN EDUCATIONAL NETWORK CARRIED A SPECIAL live program on the problems of the Negroes, "Talking Black" this week. The 90-minute program, originating from WQED Pittsburgh, included simultaneous pickups from Boston, New York City and Pittsburgh. In each city, a Negro reporter, serving as anchorman, introduced film segments about his community, followed by a live interconnected discussion among all three. The special was produced under a Carnegie Corp. grant to EEN.

THE GREAT PLAINS NATIONAL INSTRUCTIONAL TV LIBRARY DUPLICATED AND DISTRIbuted nearly 400 recorded telecourses to more than 80 schools and educational institutions in the U.S. and Canada during the 1967-68 school year, according to figures revealed at a recent meeting of the Library's Policy Board. Thirty different production centers around the country were involved in the production of the telecourses.

IN A MAJOR DECISION AFFECTING THE ENTIRE BROADCASTING INDUSTRY, BOTH EDUcational and commercial, the Supreme Court ruled last week that the Nation's Community Antenna TV (CATV) operators do not have to pay copyright fees from programs such as motion pictures which they pick up and transmit to their subscribers.

A five-man majority of the Court ruled that CATV transmission of programs are not a "public performance" within the definition of the copyright laws, and consequently do not have to pay copyright fees, as do the stations which originate the programs.

ONE NEW ETV STATION WENT ON THE AIR DURING THE PERIOD JUNE 13-25, BRINGING the total broadcasting to 164, according to figures compiled by the Educational Broadcasting Branch of the FCC. The total includes 78 VHFs and 86 UHFs.

"ONE WEEK OF EDUCATIONAL TELEVISION," A CONTINUING ANALYSIS OF ETV PROgramming in the U.S., is being conducted in 1968 by the Institute for Communication Research at Stanford University. The study is being supported by NET and the National Center for School and College TV.

Since being established in 1960, the analysis has been one of the most widely used surveys of the programming practices of the Nation's open-circuit ETV stations. This year the study will include representative closed-circuit and ITV fixed service facilities. The report, which will examine programming of the week May 6-12, will be published this winter.

THE ALABAMA ETV NETWORK WILL OFFICIALLY OPEN ITS MONTGOMERY AREA ETV Center, the network's fifth production studio, at a special dedication dinner this week (June 27). Alabama Governor Albert Brewer will present the keynote address at the dinner. The new Montgomery facility, headed by Robert Dod, includes two studios, and was built under a $200,000 appropriation to AETC by the state.

BELL & HOWELL HAS INTRODUCED WHAT IT CLAIMS IS THE FIRST LOW-COST CLOSEDcircuit color video system. The combination recorder and camera was shown at a press briefing in New York City last week.

The B&H 2920 Recorder is the first unit on the market capable of full NTSC color, according to the firm. A monochrome version of the system can also record NTSC color signals. A single plug-in circuit board equips monochrome machines for NTSC color playback.

Other features of the 2920 include compact size and portability (65 pounds including case), full push-button control for all tape motion functions, and fast forward and rewind in less than 90 seconds. The recorder sells for between $4,200 and $6,200.

The new Model 2970 closed-circuit color camera, priced at $14,000, features all solid-state circuitry, built-in integrated circuit sync generator, electronically regulated supply voltages, and a minimum number of controls.

THE FORD FOUNDATION LAST WEEK ANNOUNCED THREE GRANTS TO HELP ADVANCE the careers of Negroes and other minority group members in the mass media and to aid in improving racial attitudes through "more thorough and informed mass-media coverage of minorities." The Foundation said the grants are part of an effort to help implement the communications section of the report of the National Advisory Commission on Civil Disorders.

With a grant of $122,000, the Columbia University Graduate School of Journalism will run an eight-week program this summer to train twenty members of minority groups for news positions in radio and TV. The program will be directed by Ford Foundation TV advisor Fred W. Friendly and will be supervised by Dean Edward W. Barrett.

A $30,000 grant to Syracuse University, to be matched by the school, will be used for graduate fellowships in broadcast journalism for Negro students. Students who complete the course-work will receive a master's degree from the S. I. Newhouse Communications Center of the University. Each fellowship will be valued at $4,500, including tuition, student stipend and school costs.

The New School for Social Research was granted $74,000 for two series of forums on urban-minority affairs reporting in the mass media. One series will be for twenty-five media executives at the top management level and the other for twenty-five professional working journalists.

CURRENT MAGAZINE ARTICLES ON ETV --

Educational TV Doesn't Have To Be Dull, by Robert de Roos, TV GUIDE, Box 400, Radnor, Pa. 19088, June 22, 1968, p. 5.

Instructional TV -- What About It?, by Glenn D. Tabor, AMERICAN SCHOOL & UNIVERSITY, 757 Third Ave., New York, N.Y. 10017, Apr. 1968, p. 29.

Micro Teaching, by Lloyd Jarman and Erv Behsman, NORTH DAKOTA TEACHER, 410 E. Thayer Ave., Box J, Bismarck, N.D. 58501, May 1968, p. 22.

Programming For Educational Television Must Meet High Quality Standards, RURAL KENTUCKIAN, 4515 Bishop Lane, Louisville, Ky. 40218, Apr. 1968, p. 4.

ETV to Cross State Lines, by Mary Cobb, WEST VIRGINIA SCHOOL JOURNAL, 1558 Quarrier St., Charleston, W. Va. 25311, Apr. 1968, p. 18.

Educational TV: Slight Delay Before Work Resumes?, CANADIAN ELECTRONICS ENGINEERING, May 1968.

Video-Tape Opens New Vistas For Teaching and Learning, SCHOOL ADMINISTRATION, May 1968, p. 34.

EDITOR'S NOTE: Copies of articles are not available from ETV REPORTER. Please contact publications directly. Mention of ETV REPORTER would be appreciated.

WQED (CH. 13) PITTSBURGH, PA., EXCEEDED THE $350,000 GOAL IN ITS ANNUAL FUND campaign conducted during Feb. and Mar. of this year. James A. Drain, Chairman of the Board of Joy Manufacturing and Chairman of the campaign, announced that the goal had been surpassed by $3,000 and said that the fund-raising program represented the fifth consecutive year that the station had met or surpassed its designated goal.

"The most satisfying reward to all concerned with this year's campaign," Drain commented, "is the increased number of individual contributions. WQED depends on these contributions of all sizes for its total support and its is for this reason that the station has garnered an excellant reputation."

SIX STUDENTS WILL SPEND THEIR SUMMER VACATION AS INTERNS STUDYING WITH WQED Pittsburgh, as part of a program, now in its fifth year of operation to train students in the operation of an ETV station.

A NUMBER OF THE NATION'S TOP INDUSTRIALISTS WILL BE INTERVIEWED IN A NEW series, "Faces of Business--USA," being produced by WNDT (Ch. 13) New York. Appearing in the series of six color programs will be Henry Ford II, Chairman of the Board of Ford Motor Co.; John J. Johnson, President of Johnson Publishing Co.; James J. Ling, Chairman and Chief Executive Officer of Ling-Temco-Vought, Inc.; Charles F. Luce, Chairman of the Board of Con Edison; David Rockefeller, President and Chairman of the Executive Committee of Chase Manhattan Bank; and Joseph C. Wilson Chairman of the Board of Xerox Corp.

Each program will consist of a 30-minute interview conducted by T. A. Wide, a member of the Fortune magazine board of editors. The series will premiere July 9 at 7:30 P.M. with an appearance by Xerox Corp.'s Wilson. Betsy Pilat Marston will produce the series, which was made possible by a public service grant from the George F. Baker trust.

NEW ETV LITERATURE AVAILABLE FROM --

RSA Information Service, Social and Rehabilitation Service, U.S. Dept. of Health, Education and Welfare, Washington, D.C. 20201. A new catalog of films on mental retardation, which lists both professional and non-professional films dealing with the nature of mental retardation, its causes, general treatment and prevention, is available free on request. Other films listed describe the more specific aspects of diagnosis, clinical treatment, rehabilitation and control.

Ampex Corp., 401 Broadway, Redwood City, Calif. 94063. A new 16-page brochure describes the firm's capabilities for designing, engineering, and installing complete television systems, including broadcast TV stations, remote units, closed circuit systems, and other audio and video systems for broadcast, military, educational, medical, business and industrial applications.

A GROUP OF PUSHING, SHOVING "HIPPIES," SHOUTING OBSCENITIES, INVADED THE studios of WNDT (Ch. 13) New York Tuesday night while the station was on the air and took over the facilities before being subdued by police. The intruders, numbering about 20, including several women, knocked down a guard and punched their way past two members of the station's staff. Six men and one woman were arrested but the rest escaped.

The entire incident, including the shouting of a number of four-letter words, went out over the air. Staff members said they were afraid the intruders might wreck the station if they were cut off the air. Former Astronaut John Glenn, who had appeared on a program preceding the one disrupted by the hippies, looked on in astonishment during the incident. Station officials said they will charge the arrested individuals with criminal trespass.

KC

WETA (CH. 26) WASHINGTON IS ASSISTING THE TEACHER ORIENTATION PROGRAM of Project Head Start in the District of Columbia and parts of Maryland. This week the station is airing five 20-minute Head Start films at 3:40 P.M. Head Start is directed at pre-school children whose background and experience place them at a disadvantage as they begin formal schooling, and provides these children with intensive training during the summer months designed to reduce that disadvantage.

THE MEXICAN GOVERNMENT HAS ORDERED 50 MARK 10 VIDEO PROCESSING AND automatic gain control amplifiers from Ball Brothers Research Corp., Boulder, Colo., for processing of video pickups from the Summer Olympic Games. Delivery will be at the rate of 10 units in June, 10 in July and the final 30 in August. They will be installed at several locations in Mexico in time for the beginning of the games in October.

WHO'S NEWS IN ETV --

J. Jerome Alexander, ex-Senior Field Engineer, becomes Mideastern Regional Sales Manager for Ampex Corp.'s Instrumentation Division. Charles S. Dolk has been promoted from Manager of Marketing Planning for the Consumer and Educational Products Division to Director of Distributor Sales. The Redwood City, Calif.-based firm also named Oral Evans, former National Distribution Manager, to the post of Manager, Systems and Applications, and M. Carlos Kennedy, ex-Chief of Video Engineering for Raytheon Learning Systems Co., to the position of Manager, Camera and Systems Engineering, for the Division.

William C. Lewis moves up from Technical Services Director of the Delaware ETV Network to the position of Managing Director.

William J. Lamb, Senior Vice President and Treasurer of WNDT New York, N.Y., has been elected to the Board of Trustees of the Educational Broadcasting Corp., operators of the station.

Robert M. Olsson, ex-Programs Director of the Contract Materials Center of the General Learning Corp., joins the Commercial Electronics Division of Sylvania Electric Products Inc. in Bedford, Mass.

Daniel C. Cady, who had been Director of Films and Television, American Management Association, Inc., New York, N.Y., has been elected Vice President.

Jane Schautz has been appointed Director of instructional Services, WVIA-TV (Ch. 44), Scranton, Pa.

Robert P. Bolles, ex-Merchandising Manager with Arno Tapes, Inc., joins Raytheon Learning Systems Co., Michigan City, Ind., as Manager of Marketing Services.

Raymond A. Makela, formerly a Sales Representative for Zack Electronics, has joined Blonder-Tongue Laboratories, Inc., Newark, N.J., as West Coast Field Engineer.

Paul Kaufman, an Executive Producer of Public Affairs Programs for NET, New York, N. Y., joins the Political Science Department of the University of California at Berkeley to participate in a year-long educational experiment, "The Film: Towards the Expression of the Idea of Freedom."

Paul Stevenson, former Supervisor of Instructional Graphics at Penn State University, joins WWVU-TV, Morgantown, W. Va., as Graphics Supervisor; Robert Francis, formerly a Radio Officer for the United States Lines, Inc., becomes Transmission Supervisor for the station; S. Douglass Bailey, former Radio-TV Coordinator for the Office of University Relations at the University of Maryland, becomes Producer/Director; Edward Ryan, ex-Broadcast Engineer for WSAZ-TV, appointed Engineering Maintenance/Operations Technician; and S. Neil Haislop, a Senior Speech Major in West Virginia University's program in Broadcast Education, begins work for WWVU-TV as Assistant Cinematographer.

V. T. Miller, former Science Teacher in the Sidney Public Schools, has been chosen by the Nebraska Council for Educational Television as the Studio Teacher for a pilot sixth grade science series.

Bob C. Selby of the University of Texas Radio-Television film faculty and Communication Center named Operations Manager of KLRN-TV.

David G. Griffiths, formerly with KRMA-TV in Denver, Colo., joins WHYY-TV (Ch. 12) Philadelphia, Pa., as a Producer-Director.

Carolyn Nichols and Cherrill Anson, Producers in the Programming Dept. at WETA (Ch. 26), Washington, D.C. have been presented "awards of excellence for their contributions to the communications media," by the Advertising Club of Washington.

Frank J. Haney, ex-Manager, Audio/Video Systems for ABC-TV's Network Engineering Dept., named General Manager for the Sunnyvale (Calif.) Division of Visual Electronics Corp.

DIAMOND POWER SPECIALTY CORP., HAS NAMED W. G. BROWN SOUND EQUIPMENT Co., Syracuse, N.Y., as distributor of its CCTV and videotape records in Syracuse, Utica, Auburn and Rome, N.Y.

VERMONT ETV HAS RECEIVED A GRANT TO PRODUCE A PROGRAM ABOUT THE CHIEFtan of Scotland's oldest clan, Robert Lister Macneil, 45th Chieftan of the Clan Niall, who makes his home in Marlboro, Vt. Macneil is known to Scotsmen around the world as the Macneil of Barra, 45th Chieftan of the Clan Niall, Scotland's oldest. He and Lady Barra have owned Barra House in Marlboro for more than 30 years. Vermont ETV Network camera crews will travel to Scotland this summer to film the documentary at Kisimul Castle, ancestral home of the clan.

GOV'T. ETV, CCTV PROCUREMENTS, CONTRACT AWARDS --

COMPETITIVE PROCUREMENTS:

TESTING AND DELIVERY OF A VIDEO TAPE RECORDER/REPRODUCER -- A request for proposal has been issued by the Defense Communications Agency, Code 260, Washington, D.C. 20305 for the procurement of testing and delivery of a videotape recorder/reproducer. The unit must employ Quadruplex Transverse Recording on 2" Magnetic Tape capable of being updated from a Basic Unit to that described in the "Television System and Equipment Standards," DCA Circular 330-175-1, Annex A. To participate in the procurement a firm must have an organization with background and manufacturing experience in videotape recorder/reproducers. He must demonstrate videotape recorder experience at an industry level comensurate with the technical work statement. Ampex and Radio Corp. of America are on the present source list. The RFP will call for the submission of a technical proposal and separate price proposal on or before close of business July 22. Questions concerning the technical aspects should be referred to Mr. M. Burgett or Mr. G. C. Jaones (202 OX 4-2704 or OX 4-2777) -- Contracting questions should be referred to Mr. John Watson (202 OX 4-2987); Mail address for both is the DCA.

TV STUDIO/TRANSMISSION EQUIPMENT -- Under FPA-F-58047-N, the General Services Administration, Region 3, Business Service Center, 7th & D Sts., S.W., Washington, D.C. 20407, seeks furnishing and supervision of installation of TV studio/transmission equipment at El Salvador, definite. Quantity--Solicitation. Bid opening: July 5.

VIDEO TAPE RECORDER/REPRODUCERS -- The Base Procurement Office, Keesler Air Force Base, Miss. 39534, has issued IFB F22600-68-B-2443 for a video tape recorder/reproducers (monochrome) for use as training aids, Keesler Air Force Base, Miss. 15 each. Copies of sol. form will be furnished on a first received, first served basis. Bid opening: July 9.

SOLE SOURCE PROCUREMENTS:

DELAY SET FOR THE OPERATIONAL TV SYSTEM -- An IFB DACA18-68-R-9163 has been issued soley to Tel-Comm Instruments Inc., 6 Grade Meadow Lane, Hanover, N.J. 07936, for an One Envelope delay set for the operational television system, for Launch Complex 29, Kennedy Space Center, Fla. by District Engineer, Canaveral District, Corps of Engineers, P.O. Box 4567, Patrick Air Force Base, Fla. 32925,or Bldg. 560.

CONTRACT AWARDS:

PRODUCTION OF A 13 TO 14 MINUTE 16MM COLOR SOUND FILM -- The Chief Procurement & Supply Div., Small Business Administration, Washington, D.C., has awarded a $10,017 contract to Eli Production, Inc., Washington, D.C., for the production of a 13 to 14 minute 16mm color sound film.

VIDICON CAMERAS -- The Procurement Branch, Logistics Div., Brooke Army Medical Center, Fort Sam Houston, Tex., has awarded a $32,718 contract to R. J. Walker Co., Dallas, Tex., for vidicon cameras, 2 each.

MARYLAND EDUCATIONAL OFFICIALS AGREED AT A RECENT CONFERENCE TO RECOMmend installation of TV antennas and distribution systems in all new school construction in the state. At a two-day meeting called by Governor Spiro Agnew, educators from across the state decided that this basic equipment should be a requirement for state approval of new school facilities.

They proposed an immediate budgeting of funds for classroom TV receivers, and the development of a state purchasing plan which would assure the acquisition of compatible equipment in large quantities to effect cost savings. The Superintendent of Schools' Committee on Administration and Finance was given authority to assume responsibility for approving the coordinated purchasing plan to be developed by the Maryland Educational-Cultural Broadcasting Commission, the Division of Instructional TV of the State Department of Education, and the Department of Budget and Procurement.

The Broadcasting Commission's Engineering Division will assume responsibility for development of standard specifications for equipment to be installed in the schools. The conferees also approved a recommendation calling for an amendment to the state aid formula which would provide additional professional assistance to the school systems in coordinating TV program planning and scheduling between teachers, schools, and the ETV network.

NEW FILMS, TELECOURSES AVAILABLE FROM --

Great Plains National Instructional Television Library, University of Nebraska, Lincoln, Neb. 68508. "Approaching Poetry," produced by WNDT-TV, Educational Broadcasting Corp., New York City, contains fifteen, 20-minute lessons and an optional 30-minute, in-service program. The series is intended to help the classroom teacher present poetry to those high school students who may never have been introduced to the subject. Pulitzer Prize-winning poet Gwendolyn Brooks appears as an on-camera guest. Quad videotapes or a kinescope of representative lessons from the series, and a sample copy of the accompanying teacher's guide, may be obtained free, from the Greant Plains Library, which also has available a series of sixty, half-hour videotaped lessons, entitled "TV High School," designed for non-high school graduates to prepare them for the national high school equivalency test. The telecourse, produced by the Manpower Education Institute of New York City, is divided into five required areas of instruction: English, Mathematics, Social Studies, Science and Literature. Preview samplers on either quad videotape or kinescope, and sample Home Study Kits may be obtained by contacting the Library.

THE FCC TOOK THE FOLLOWING ETV ACTIONS DURING THE PERIOD JUNE 12-25:

Received request from the Nebraska ETV Commission for assignment of call letters KRNE-TV for new station in Merriman.

Accepted for filing applications by Boston Catholic TV Center, Inc., Andover, Mass., for a CP for a new ITFS station in Wood Hill, Mass., and by Duke University, Durham, N.C., for a new ITFS station at the Duke Medical Center, Durham. Also accepted for filing an application for a license to cover a CP for new station WVTB by the University of Vermont and State Agricultural College, St. Johnsbury, Vt., and an application to cover the modification of CP to extend the completion date for WETX by The Greater Washington Educational Television Association, Inc., Washington, D.C.

Granted CPs for Translator stations to: Joaquin Sierra ETV Assn., Mt. Bullion, Calif., for station on Ch. 80 to rebroadcast KQED (Ch. 9) San Francisco, to serve Mariposa, Cathey's Valley and Hornitos; for station on Ch. 12 to rebroadcast KQED to Coulterville and Greely Hill; and for station on Ch. 6 to rebroadcast KQED to Twain Harte and Belleview.

TV AND RADIO ARE "THE ONLY REAL LINK BETWEEN THE GHETTO AND THE OUTSIDE world," and they may be inspiring people to demand a better life, Vincent T. Wasilewski, President of the National Association of Broadcasters, contended this week.

He told a group at the Mayor's Prayer Breakfast in Buffalo, N.Y., that broadcasting "has played an almost unconscious role" in letting the underprivileged learn about "the good life" and the affluence in our society. While only a small percentage of ghetto residents read newspapers, Wasilewski stated, broadcasting reaches some 90%. These people, he asserted, "know the world they have really never seen through the eyes and ears of broadcasting."

Commenting on charges of excessive violence in broadcasting, Wasilewski charged that because the medium is so universal in its appeal, "we are an easy target of everybody's frustrations." He said it is easy to say that broadcasters should bear the guilt for all of the evils and failures which exist in our society as a whole, but he added: "I would suggest that such thinking is not only inaccurate, but a dangerous indulgence, because it shifts the blame to someone else and it implies tantalizingly easy solutions to very complicated problems."

NEW ETV PRODUCTS AVAILABLE FROM --

Ampex Corp., 205 West Touhy Ave., Park Ridge, Ill. 60068. A new rack-mounted videotape playback unit for use in dial-access television systems has been developed by Ampex Corp., and is priced at $2,500. The VR-5900 extends the Ampex one-inch wide tape, 9.6 inches per second format, and any tape produced on an Ampex one-inch videotape recorder may be played on the unit. A printed circuit motor in the head drum permits video material to be played back to any number of stations in six seconds, according to Ampex, and the VR-5900 recycles continuously when there is program demand, and stops when there is no demand. Mounting vertically in a standard 19-inch rack and hinged on the side to swing out 90 degrees for maintenance or inspection, the unit has a rewind time for a 15-minute program of 60 seconds.

TeleMation, Inc., 2275 South West Temple, Salt Lake City, Utah 84115. The new TMC-2100 vidicon camera is capable of converting from operation as a self contained unit to operation as a two-unit operation. As a self-contained unit, the TMC-2100 can perform applications from random through standard EIA scanning standards to "hi-rez". Plug in sync options include: Crystal/Drive, 2:1 Interlace, and EIA. Two-unit operation is accomplished by connecting the camera to any of the firm's family of Cablecaster/Multicaster Video Control Centers, TMV-707 Universal Camera Control, or TSE-100 Screen Splitters. Two-unit sync is either 2:1 or EIA, depending upon the standard of the control device. The TMC-2100 has an 800 volt power supply and 60 gauss focus field, 8 and 800 lines resolution is quaranteed.

H. Wilson Corp., 555 W. 166th St., South Holland, Ill. 60473. The Wilson Mobile VTR Center, priced at $199.00, features space inside to store a camera, tripod and receiver/monitor, as well as 4" ball bearing casters. Monitor can be placed on the drop shelf out of the Center during a pick-up.

FRED ROGERS, OF ETV'S "MISTEROGERS NEIGHBORHOOD," WILL BE A GUEST ON ABC-TV's "Mike Douglas Show" this week (June 28). Rogers will discuss his special techniques in communicating with young children and also sing some of the numbers from his three records.

WETA (CH. 26) WASHINGTON HAS LAUNCHED A NEW SERIES, "ONE TO ONE," WHICH features readings of selected authors, visually enchanced by a variety of techniques. Host for the series, which was funded by a grant from the National Home Library Foundation, is A. E. Claeyssens, Associate Professor of Creative Writing at George Washington Univ. and Artistic Consultant to the AP-Phoenix Repertory Co. in New York City.

AMPEX CORP., REDWOOD CITY, CALIF., IS MARKETING A NEW CLOSED-CIRCUIT STUdio TV camera designed for local or remote control in multi-camera operations. The CC-327 features a 9-inch electronic viewfinder; single cable operation; four-position, rear-actuated "C" mount lens turret; rear operated image tube focusing; top and rear tally lights; composite or non-composite output with internally-generated industrial sync; and EIA RS-170 output. The camera also features two-way communications for dialogue between cameraman and remote unit operator.

An optional remote control unit operates system power, beam current, target voltage, pedestal and video gain. It is available on a single rack panel as a one or two-camera remote control. The unit comes ready for mounting in a standard 19-inch relay rack. A switch on the back of the camera is used to select local or remote control.

The CC-327 camera sells for $2,700. Single camera control units are priced at $300 and a double camera unit carries a $550 price tag. A 25-foot length of cable with connectors is $250 and a 50-foot cable with connectors is $300. The camera is 25-1/2 inches long without lenses, and weighs 67 pounds.

THE FIRST ANNUAL INSTITUTE FOR INSTRUCTIONAL TELEVISION WILL BE HELD AUG. 19-30 at the studios of KCET in Hollywood, Calif. The Institute, designed to offer a comprehensive study of the elements of TV communication as they apply to teachers and others involved with ITV, will consist of 10 3-hour sessions.

The course, sponsored by the Hollywood Chapter of the National Academy of Television Arts & Sciences, Community Television of Southern California, the Institute for Teaching of the California Teachers Assn., and the University of California Extension, Los Angeles, will be offered on a credit or non-credit basis.

The program will feature discussions of ITV today, designing the TV lesson, writing the script, using AV materials, directing, performing, utilization, and evaluating the telecast. Additional information is available from the University of California Extension, P.O. Box 24901, Dept. K, Los Angeles, Calif. 90024.

THE INAUGURAL CONFERENCE OF THE EDUCATIONAL TV AND RADIO ASSOCIATION OF Canada (ETRAC) will be held at the University of Calgary's Banff Centre for Continuing Education August 16-18. Approximately 120 delegates from throughout Canada are expected to attend. Information is available from Convention Chairman L. Alan Robertson, CARET, Southern Alberta Institute of Technology, Calgary 41, Alberta.

UPCOMING EVENTS IN ETV --

June 30-July 3: NCTA 17th Annual Convention, Boston, Mass. Contact: National Cable TV Assn., One Farragut Square South, 1634 Eye St., N.W., Washington, D.C.

July 7-10: Educational Broadcasting Institute on Principles of Supervisory Management, College Park, Md. Contact: EBI Registration, NAEB, 1346 Connecticut Ave., N.W., Washington, D.C. 20036.

Aug. 16-18: Conference of the Educational Television and Radio Assn. of Canada, Banff, Canada. Contact: L. Alan Robertson, CARET, Southern Alberta Institute of Technology, Calgary 41, Alberta, Canada.

Sept. 9-13: International Television Conference, London, England. Contact: The Institution of Electrical Engineers, Savoy Place, London, W.C. 2, England.

EDITOR'S NOTE: Mention of ETV REPORTER when inquiring about events listed here will be appreciated.

VARIETY Wednesday, June 12, 1968

Project Radio Counterpart of PBL As Contribution to 'Urban Renewal'; Needs 750G Ford Foundation Backing

Creation of a Public Radio Network, a nightly interconnect of some 50 educational stations similar in concept to PBL, will be proposed later this week to the Ford Foundation by Jack Summerfield, general manager of WRVR (FM), N. Y., the Riverside Church outlet, and Jerrold Sandler, exec director of the National Educational Radio division of the National Assn. of Educational Broadcasters. The proposal is the outgrowth of a study conducted for Ford by Summerfield and Sandler on the feasibility of establishing a public radio project. The noncommercial web would draw on the program resources of both NET and PBL.

Recently the Ford Foundation committed $500,000 to the cause of public radio, but the money was not allocated to any specific project. Summerfield proposes that Ford commit $750,000 for the Public Radio Network. Foundation is expected to decide on the proposal some time in July, with broadcast consultant Fred Friendly playing a key role in that decision.

The proposed network would probably function as an autonomous division of the National Educational Television and Radio Centre (NETRC), the legal, corporate name for what is better known as NET. Its relation to NETRC would be similar to that of the Children's Television Workshop, an $8,000,000 project started in April by the Carnegie and Ford Foundations and the U.S. Dept. of Health, Education and Welfare. A national advisory committee would not be concerned with specifics on a daily basis. The advisory committee, whose members will not be drawn from PBL's board, would also function as part of NETRC.

A Nightly Strip

The Public Radio Network is envisioned by Summerfield as a 39-week project, starting Oct. 1, and consisting of a nightly (Monday-Friday) program ranging in length from 60 to 90 minutes. The full-time staff, numbering about 25 people, would work out of a production centre in New York and a public affairs bureau in Washington. The series would feature a large group of experts and commentators drawn from various fields, who would serve in a manner similar to the guest pundits on ABC-TV's nightly newscast. Summerfield says it would not be possible to obtain network-calibre commentators except on a contributing basis. The practice of employing parttime pundits is conceived as a solution to the personnel problem—the difficulty of attracting top-drawer journalistic talent—that has plagued educational radio for some time.

Summerfield says the public radio network would build on NET and PBL, using the same people and in some cases the same programming involved in those endeavors. For example, PBL chief correspondent Edward P. Morgan might deliver a radio commentary several times a week, and NET reporter Paul Niven might also be heard. The stress would be on news and comment with an extensive use of actualities. Series would have a cultural dimension, which could include music (though not full-length concerts) and drama. Summerfield says there conceivably could be a BBC production from the "World Theatre" series or an adaptation of an off-Broadway play.

Live and Interconnected

A live interconnect of about 50 stations is envisioned, including the stations of the Eastern Educational Radio Network. The latter are WRVR New York, WGBH Boston, WAMC Albany, WFCR Amherst (Mass.), WAMU Washington, WUHY Philadelphia and WRFK Richmond. A midwestern network of the "big 10" educational institutions in that area would expand the coverage to a hoped-for cross-country reach.

The Eastern Educational Radio Network stations had been interconnected some years back but, according to Summerfield, "telephone line bills killed us then." He would like to see the FCC set reduced rates for interconnection of non-commercial stations so that Ford money could be spent mostly on programming rather than to pay AT&T bills.

Summerfield, who will be exec director of the Public Radio Network and exec producer of the series, assuming Ford approval, says he hopes for residual broadcast rights to the sound portions of PBL or NET programs when suitable for radio rebroadcast. "Overmatter" from the tv programs might also be used, but the emphasis would be on radio-only material.

One of the problems facing the project is achieving harmony between the National Assn. of Educational Broadcasters and NETRC, which have often seemed at cross purposes. The NAEB operates a tape network (as opposed to a live interconnect). Summerfield hopes to make available some outstanding PBL, NET and public radio programs to the NAEB tape network. He would also like to see the tape network headquarters shifted from the Univ. of Illinois to Washington, D.C., and has sought installation of new Ampex equipment in the Capital to set up a tape duplication centre there.

One of the projects Summerfield is working on for the radio series is a national dial-in for narcotics addicts. The concept, similar to the currently airing "Night Call" program, would enable listeners in 50 markets to call a central number in New York to talk to one or more experts on addiction, seeking advice and counsel regarding treatment.

Occasional special events programming would be aired in addition to, or possibly in place of, the regular nightly series.

Summerfield describes the proposed educational network as not really a "renaissance of radio—call it an urban renewal."

Sandler, who originally was slated to be a part of the public radio web, has taken a position with a national book project. He will be succeeded August 1 as exec director of NER by Robert Mott, chairman of the department of communications and head of radio station KWSC at Washington State U., Pullman.

VARIETY Wednesday, June 12, 1968

Ford's $5,000,000 In Grants to ETV For Programming

The Ford Foundation has made 18 grants totaling some $5,000,000 to public tv stations and regional ETV networks around the country under its "Project for New Television Programming."

The cultural and pubaffairs series underwritten by the grants include a series of dramas on contemporary Negro life by WGBH-TV Boston, 26 weeks of three - hour Saturday morning children's programming by KDPS Des Moines and information and educational telecasts on the South Carolina ETV Network.

Majority of the programs are expected to be ready for broadcast by fall. Many will be available for exchange among ETV stations and networks after airing in the communities where they are produced.

Largest grant — $750,000—went to WGBH-TV. Second largest, $742,900, went to Frisco's KQED for 260 45-minute programs in the critically acclaimed "Newspaper of the Air" series. New York's WNDT received $631,000 for "Where It's At," a 39-week series described as a social, cultural and artistic panorama of the N.Y. Negro community presented in a magazine format. The Eastern Education Network was given $300,000 for 21 hours of public affairs and special events coverage. WYES-TV New Orleans received $125,637 for varied programming on issues related to the Negro community, and Houston's KUHT received $153,387 for a consumer education series addressed to low-income residents.

Other grants went to KLRN Austin for Mexican - American community affairs coverage; WVIZ-TV Cleveland for an hour-long weekly series, "Cleveland Now," (varied coverage of a new plan to revitalize Cleveland); WQLN Erie, Pa., for reporting and discussions of local housing needs and urban renewal; WITF-TV Hershey, Pa., for broadcasts and related community activities on significant issues; WJCT Jacksonville for newsmagazine treatment of local and state affairs; KCET Los Angeles for 70 half-hour daily dramas of life in Spanish-speaking sections there; WQED Pittsburgh for experimentation in creation and presentation of original dramas; KETC St. Louis for 13 hours on youth topics and issues in a magazine format; the Georgia ETV net for 20 half-hours on youth topics and issues, and the New Hampshire Network for 34 hours of newsmagazine coverage of state and regional issues.

The awards were made by a committee of persons prominent in the arts and public affairs. They will be given annually.

JAF

Ken Clark

June 24, 1968

Dr. Allen E. Koenig
Editor
Educational Broadcasting Review
The Ohio State University
154 North Oval Drive
Columbus, Ohio 43210

Dear Dr. Koenig:

Thank you for your letter to Mr. Fellows of June 21, manuscript and the returned NEW YORK TIMES articles.

Mr. Fellows is out of the country and will be returning to Washington by Monday, July 1.

Sincerely,

Hope A. Cross
Secretary to the Director

hc

Educational
Broadcasting
Review

June 21, 1968

Mr. James Fellows
National Association of
Educational Broadcasters
1346 Connecticut Ave., N. W.
Washington, D. C. 20036

Dear Jim:

Today I sent a letter off to Marcus Cohn telling him that I was pleased that the two of you had decided to hire a special editor for the monograph on the social revolution. Enclosed you will find two articles that you sent me from the New York Times which I am returning since these may be of special interest to the new editor. Also, I am sending along a manuscript from Ann Wilkens on closed circuit television in the ghettos. It has definite possibilities for this special issue.

While I was recently in New York I talked with Russell Barber about two programs that he is producing that seem rather unique in reference to the problems of the Negro. Perhaps he should also be contacted. Professors Lynch and Brooks are preparing a special article on the communication curricula at Shaw University for Negro students. Again, this material may fit in this issue.

Thanks again for your kind hospitality while I was recently in Washington.

Sincerely,

Allen E. Koenig
Editor

AEK/er
Enc. 3
cc - R. B. Hull

Business Office:
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036
Telephone 202-667-6000

Editorial Office:
The Ohio State University
154 North Oval Drive
Columbus, Ohio 43210
Telephone 614-293-1762

Address reply to:
Editorial Office

June 24, 1968

Mr. Joseph T. McDermott
Director of Project Development
KTCA-TV/Channel 2
1640 Como Avenue
St. Paul, Minnesota 55108

Dear Mr. McDermott:

Thank you for sending the information about "Black Voices" and "The Runner", and congratulations too on your concurrent television production training program.

I am sorry to say that news of these projects had somehow slipped by us by the time our "third report" was compiled. We have now added Mr. Kenneth Clark to our staff, with full-time responsibility in this area, and we hope that the addition of his talents will make our research more complete and effective.

We salute your commitment, and wish you every success with these projects. Let us know how they progress!

With best wishes,

Sincerely,

Michael E. Hobbs
Executive Assistant

MEH/mah

bcc: Mr. Kenneth Clark

Clark
Memo re Natl Alliance of Business
- CM

June 27, 1968

Memorandum #7

To: Communications Coordinators, President's Council on Youth Opportunity

1. Advertising in Action -- Community Mobilization

High on my desk is a pile of letters and memos from you, telling of some of the work you have been doing. This is fascinating reading, and reflects the devotion, time and talent you have given this program. I'd like to reproduce it all for you, but it would be a volume.

But I thought you'd be interested in some of the highlights; these are just some of the activities in some of the cities. During these past months, you all have supported the first priority -- jobs for youth -- and the employment opportunities developed are due in important measure to your cooperation with the NAB program.

We are recording everything we hear about, and look forward to having a complete, city-by-city report for the Vice President and the AAAA.

I was most impressed by the material and information so many of you sent in response to my last memorandum --- the one telling of the forthcoming Advertising Council press conference.

It was a disappointment to me, and to John Crichton and Larry Reedy, that the amount of time scheduled for presentation of national programs left insufficient opportunity for proper discussion of the city-by-city work being done by the fifty agencies involved in local Youth Opportunity activities.

However --- we decided we will make a complete report of your work to the press in the near future, and the subject of this news conference solely will be the outstanding public service activities of the Communications Coordinators. In line with this, we'd like to be able to include a capsule report from each of you.

a) City-by-city activity

San Antonio, Texas — Bernard M. Brooks Advertising

Four TV stations running continually one-minute spot by Mayor. Audio used by 17 area radio stations, plus translated spot of three Spanish stations. Specials: CBS station scheduled hour program on YO and NAB objectives; NBC station programmed 10 thirty-minute programs on subjects. Good publicity. Junior League manned job-solicitation telephones.

Detroit, Michigan — Campbell-Ewald Company

Theme is "Detroit's Happening," with "thumbs up" logo. Song, "Detroit's Happening" theme of TV and radio spots. With no dailies (strike), public service advertising (What's the Younger Generation Coming To? You!) ran in upwards of 75 area weeklies, 25 specialized publications and regional issue of LIFE. Painted JOBS bulletin in high traffic location. JOBS bus cards. TV stations programmed interviews and editorials. NBC station did thirty-minute program on Youth Opportunity Summer Programs.

Atlanta, Georgia — Liller, Neal, Battle & Lindsey, Inc.

STEP program (Summer Time Employment Program) produced over-quota job offers. Activity now: recruiting youth to fill the jobs. Good newspaper publicity, public service (weekly newspaper) advertising, radio and TV spots. Particularly effective: script developed for telephone solicitation of small business firms.

Memphis, Tenn. — Greenhaw & Rush, Inc.

"Take the High Road" full-page newspaper advertisement spelled out the area educational opportunities for high school graduates who weren't going to college. Nearly 5,000 young people attended Memphis Job Fair. Good media support for all phases of program. Community cooperation: 20 miniparks built in 21 days -- 26 miniparks cleared in all.

Milwaukee, Wis. — Klau-Van Pietersom-Dunlap, Inc.

Major advertising and Public Relations firms recruited for long-range, continuing activity. Communications Coordinator sent 25 kits of advertising material to businessmen asking them to pick the advertisements they wanted to sponsor. Milwaukee theme: Summer Action '68. Fifteen outdoor locations obtained for "Give Jobs - Give Hope - Give A Damn" postings. Bus cards and counter cards carry same theme. Tabloid newspaper on all opportunities for youth to be published bi-weekly through the summer...staffed by inner-city youth. Extensive coverage of major press conference on JOBS.

Washington, D. C. Henry J. Kaufman & Associates

Agency prepared variety of advertisements, full-page and small space, for sponsorship by local business. Utility Company sponsored three full-page advertisements as "a participating employer in the President's Summer Youth Employment Program." Theme of small-space advertising: "A Job is Hope."

Toledo, Ohio Wendt Advertising Agency

Arranged with WSPD-TV for regular weekly night-time program on Youth Opportunity objectives. Initial emphasis on JOBS, with phones manned at NAB Job Center during each telecast.

Philadelphia, Penna. Gray & Rogers, Inc.

General theme "Better Break '68" strongly supported by media. Coordinating agency taking major role in raising needed funds for recreational programs and publicity for JOBS program. Weightman, Inc. recruited for advertising responsibility for JOBS, and N. W. Ayer & Son for informing community of recreational opportunities. Fund-raising: TV commercials and radio spots, two five-hour telethons, heavy newspaper editorial support. $500,000 raised to date. JOBS activity: Many public service advertisements in weeklies and area dailies. Car cards, 24-sheet posters and taxi cards. TV and radio spots, NAB officials placed on news and talk shows.

Columbus, Ohio — Byer & Bowman Adv. Agency, Inc.

Excellent editorial support from media. Advertising activity in Negro newspaper and on Negro radio station to encourage youth to take advantage of job opportunities. Many additional summer camp openings for disadvantaged arranged, and publicity program launched to inform disadvantaged of tuition-free summertime educational opportunities. TV and radio program, "Town Meeting," reviewed Youth Opportunity program. HEY Corporation (Help Employ Youths) organized to wash cars.

Dayton, Ohio — Yeck & Yeck Inc.

Dayton Advertising Club and Public Relations Council recruited to develop long-range, continuing support of Youth Opportunity Council objectives. Staff of advisors on promotion and publicity now available to agencies. TV and radio commercials keyed to jobs involve minority youth who have jobs and are performing successfully to prove to others that "this is for real." Excellent media support for jobs, including full-page public service advertising.

New Orleans, La. — J. Walter Thompson Company, New Orleans

Nearly 3,000 radio spots and 360 TV spots scheduled for Youth Opportunity programs, and full-page advertisement in the two daily newspapers.

Chicago, Ill. Foote, Cone & Belding

REACH OUT is the theme for the Chicago Summer Youth program, and is being strongly supported by all communications media. Leo Burnett has joined with Foote, Cone in development of the saturation campaign, and the theme song, "Reach Out," was written by a Leo Burnett copywriter. (It has been so successful it is being produced as a record.) Sammy Davis, Flip Wilson, Ernie Banks, Willie Wood, Randy Hundley and Lou Johnson have made TV and radio commercials, produced by Wilding, ABC, NBC, CBS and WGN-TV. The REACH OUT telephone information center is manned by college students. Gale Sayers is conducting Touch Football Camps in 20 parks. REACH OUT counter cards are displayed in 200 banks.

Louisville, Ky. Zimmer-McClaskey-Lewis, Inc.

Highlight and focal point of coordinating agency's advertising and promotion work was an hour-long TV special on JOBS (NBC). Phones were manned during the program, and more than 1,000 jobs were offered during the nightime program.

Seattle, Washington N. W. Ayer-F. E. Baker, Inc.

Full-page public service advertisements in support of the JOBS program have been running in the Seattle papers. Coordinating agency scheduled a major and highly successful press conference; a JOBS folder also was prepared, and 20-minute and five-minute speech adaptations made for the JOBS' 40-man speakers bureau.

Kansas City, Mo. Bruce B. Brewer Company, Inc.

"Jobs -- Not A Handout" is the theme of the Kansas City JOBS program. It is supported by TV and radio spots, and small space newspaper advertising. All advertisers in area were supplied with "Jobs - Not A Handout" mats by coordinating agency to be used in all advertising. Radio commercials reached a frequency of about one every fifteen minutes over four-week period.

San Francisco, Calif. Hoefer, Dieterich & Brown, Inc.

Oakland, Calif. Honig-Cooper & Harrington

These coordinating agencies have been working together to obtain heavy Bay Area coverage for summertime JOBS. McCann-Erickson has worked with Hoefer, Dieterich in producing 24-sheet posters and transit advertising. All 28 Bay Area radio stations have been running heavy schedules of spots prepared by Honig-Cooper. TV support -- spots, interviews and news shows -- also has been outstanding. San Francisco Advertising Club, the Chamber of Commerce and Junior League are among the organizations recruited to help. "Hard core" job quota almost met, all media cooperating in crash program to meet summer job quota. Oakland's job effort climaxed with a 90-minute TV "Job-In" solicitation.

Oklahoma City, Okla. Richard Roby Adv. Associates, Inc.

The city's Operation Job Alert established a One-Day Work program for youths 14 to 16. Workers are "contracted" to home owners for window washing, lawn mowing, etc., with transportation furnished by Job Alert.

Job opportunities solicited through radio and TV public service advertising, service organizations, newspaper publicity.

Rochester, N. Y. Rumrill-Hoyt, Inc.

Rochester's general theme is, "You Can Make It A Great Summer..", with the public service advertising and publicity program geared to, "Give Them A Vocation." Agency's Public Relations Division conducting and coordinating continuing publicity program. A major target: raising $700,000 for Youth Opportunity programs.

Fort Worth, Texas Goodman & Associates, Inc.

Mobilization of media, and resulting heavy support of JOBS program, strong factor in Fort Worth becoming first city to reach JOBS quota.

New York, N. Y. Young & Rubicam, Inc.

"Give A Damn" the strong campaign theme developed for TV, radio and transit advertising. Effort directed to getting affluent community to provide jobs and recreational opportunities, and contribute to Mayor's $4 million drive for summertime opportunity development and Urban Coalition. Commuter card: "When this train gets to 125th Street, look out the window. Give a damn." Agency sent creative group to experience life in the ghetto before developing campaign. Theme line adapted to J. Walter Thompson advertising kit material.

Pittsburgh, Penna. Ketchum, MacLeod & Grove, Inc.

An upside American flag -- international distress signal -- was the logo of Pittsburgh's "Operation Mayday" JOBS program. Six advertising agencies -- BBD&O, Fuller & Smith & Ross, Griswold-Eshleman Company, Lando, Inc., Marsteller Inc. and Vic Maitland & Associates -- joined with the coordinating agency to blitz the Greater Pittsburgh area through major advertising saturation in all media. PR Counselors, Inc., and volunteer PR men, joined the effort to develop heavy editorial support in newspapers, radio and television.

St. Louis, Mo. Gardner Advertising Company

A key part of St. Louis' communications program was the establishment of a Summer Youth '68 Central News Headquarters. Staffed by volunteer newsmen and broadcast news writers, the Central News Headquarters gathers, prepares and distributes all news about the city's "St. Louis Cares -- Push 3" program for developing greater employment, recreation and education opportunities. A 15-hour telecase on KMOX-TV raised $100,000 to keep 27 playgrounds open and supervised.

San Diego, Calif. Barnes-Champ/Advertising

PROJECT JOBS, San Diego's priority program, was promoted through special public service newspaper advertising, and radio and television spots. Five hundred thousand envelope stuffers were prepared, 3,000 bumper stickers and locations obtained for thirty outdoor boards. King-size outside bus signs were used, and both daily papers assigned writers to cover daily activity. Working with coordinating agency on the TV and radio production was Phillips Ramsey Advertising.

Baltimore, Md. VanSant, Dugdale & Company, Inc.

Newspaper advertising, TV commercials and posters calling on Baltimore businessmen to "Make a Kid A Job" was the umbrella for direct mail and follow-up telephone solicitation in the JOBS program. Direct Mail, with reply pledge cards, pointed out that if every businessman provided just one job this summer, there wouldn't be enough kids to fill them all.

Tampa, Fla. Louis Benito Advertising, Inc.

Motels, banks, supermarkets, theaters --- every place with a marquee --- were mobilized to carry "Hire Youth - We Do" outdoor messages. Public service newspaper advertising, radio and TV commercials emphasized the Youth Opportunity Center's telephone number. The Tampa Transit Company provides free bus transportation for youthful job hunters.

Miami, Fla. Advertising & Marketing Associates, Inc.

"It's Our Bag" is the title of a half-hour, five-times-a-week TV program devoted to Youth Opportunity objectives. Scheduled regularly at 7 p.m. on Channel 2, the program features teen-age discussion, talent shows, news about jobs, news about recreational opportunities, segments on Negro history. Young people are involved in the planning, writing, production and on-camera presentations. Talent from other stations has volunteered services, and WMBM (radio) is re-broadcasting the audio every night at 10:30 p.m.

Indianapolis, Ind. Caldwell-Van Riper, Inc.

In the words of a newspaper columnist, "thousands of citizens, civic leaders and public officials...are cranking up for a massive attack on the problem of unemployment." Public service newspaper advertising carried

headlines like, "He need faith and hope, not charity," and "What's worse than being old and bent? Being young and broke." Story board of TV commercial directed to youth was reproduced in job solicitation folder to businessmen.

Norfolk, Va. — Atlantic National Advertising Agency

A brown paper bag, imprinted with the headline, "Jobs Is Our Bag" and what-and-where information was the invitation to a JOBS box luncheon for the press, sponsored by the NAB and the Norfolk, Chesapeake, Portsmouth and Virginia Beach Chambers of Commerce. Heavy newspaper publicity was extended by full-page newspaper advertising, radio and TV spots.

Los Angeles, Calif. — McCann-Erickson, Inc.
Long Beach, Calif. — W. Max Becker, Advertising

Eight 1200-line advertisements, focusing on Los Angeles area JOBS requirements prepared for dailies, folder showing ads and containing offer of mats sent 150 weeklies and other publications. Six radio spots and four TV spots supported program. Southern California Council 4-A agencies recruited for special activity, i.e., Carson/Roberts preparing all material for "Send A Kid To Camp" fund drive. Infoplan, Kennett PR Associates doing publicity.

2. Religious Broadcasting Programs

The Councils of Churches throughout the country and the Dioceses have staff members, ministers or priests who develop religious programming in each of the cities. Never has there been a time when we need a moral re-awakening, a moral re-strengthening, in America. Because of the mutual interests and mutual concerns you all share, we have given these religious broadcasters your names. They may have existing broadcasting in which Youth Opportunity messages can be included, or radio and TV spots available that would be helpful. We also have their names; it makes for a lengthy list, so if you wish the names of those responsible for Catholic and Protestant religious programming in your city, drop a postcard to Gay Clark, JWT-New York.

3. Jazz Concerts

George Wein, of the Newport Jazz Festival, is presenting jazz concerts this summer in 16 of our cities. There will be 500 free tickets to each performance available to Youth Coordinators. Cities and dates: Dallas, July 12; Houston, July 14; Omaha, July 19; Denver, July 20; Oklahoma City, July 21; Phoenix, July 26; Oakland, July 27; San Diego, July 28; Rochester, August 2; Detroit, August 3 or 4; Kansas City, August 9; St. Louis, August 10; Cleveland, August 11; Chicago, August 16; Cincinnati, August 17; Memphis, August 18.

4. Use of SAG or AFTRA Talent

As you know, SAG and AFTRA need notification whenever member talent is used for public service spots. Both have agreed to accept notification by wire instead of the usual letter when time is short. Just in case any spots have been made without SAG or AFTRA notification when appropriate, protection can be assured by sending a memo to the organizations involved, listing performers, media and length of spots. Both SAG and AFTRA are cooperating completely in the Youth Opportunity program, and have mentioned this to us for protection of their members as well as those of us making spots.

Dan Seymour

STEPHEN AILES
1250 CONNECTICUT AVENUE, N. W.
WASHINGTON, D. C. 20036

June 21, 1968

Dear Link:

Thank you for your letter of June 5, which arrived while I was away.

An incredible number of people here in Washington, in Princeton and indeed in New York, told me that they had seen the "Help Wanted" program which impressed me tremendously with the size and certainly the quality of your audience.

I enjoyed the experience and was greatly impressed by the conception, organization and execution of the program.

My best regards to you and to Bill McCarter.

Sincerely yours,

Mr. Lincoln M. Furber
Director Public Affairs
WETA Television
2600 Fourth Street, N. W.
Washington, D. C. 20001

LINE OF SIGHT

Portions of a Communications Feasibility Study

Prepared for the Community Services Division
Community Action Program
Office of Economic Opportunity
Washington, D.C.

by
Phillip E. Schrager, Consultant
(undated)

Reprinted for
NAEB Conference on
Communication Technology and the People Left Behind
May 6-9, 1968
St. Louis, Missouri

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INTRODUCTION

In a very real sense this study represents the deeply felt hope of a wide, cross-section of people working within the OEO, and in those communities where the problems of confronting poverty, face-to-face, keeps occurring every hour of each day.

This paper is a reflection of what many people have said about the idea of using mass communications in our efforts to overcome poverty. It is partially, also, a reflection of what the recipient population feel about this agency.

The question that most often arises is: Do the people living in poverty really know about the agency, about the programs, about the people working among them?

Such questions are often disconcerting, because they have detracted from our ability to focus on the central problem, the problem which represents the major thrust of this document: How can we use the mass communications media as "close support", working tools, at the community level?

Of course, it is important that people know about OEO programs. It is important that they know about the spectrum of programs available to them, and something of the people working among them. Those functions, however, relate more directly to another discipline in the communications spectrum. That discipline which addresses itself to the projection of the "image" of the OEO as an agency.

What this study hopes to achieve is fundamentally simple. We will describe other functions for communications, responsibilities which address themselves to such things as the improvement of the level of services, in the face of an expanding situation. We are concerned with providing better working tools for Community Action Agencies, through the development of new programming which is designed, specifically, for the mass communications media. Not in Basic Education alone, but in the development of program support materials in Job Skill Training, and in the area of describing systems to overcome the isolation of entire communities in Rural America.

The entities in mass communications we will be describing are ETV (Educational Television) - a capability that is community-oriented, and often, community-based. ER (Educational Radio)- a mass communications capability with similar characteristics. As well as ideas for the establishment of "workable" communications systems which can help bring the isolated poor closer to the mainstream of American life.

Further, various sections of this paper will provide adequate guidelines for Community Action Agencies to become involved in the mass communications media.

We will indicate here the full range of responsibility inherent in any relationship with the mass communications media, not alone describe the "kinds of systems" that are applicable. (The responsibility for creating meaningful "software", which are the under-pinning of educational broadcasting.) And lastly, we will be describing those orientational structures for Community Action Agency staff, without which much of any effort to relate to mass communications would be wasteful.

Mass communications are not things that are unfamiliar to the poor and disadvantaged. Radio and television are as much a part of the daily, life-experiences of the poor as they are of other socio-economic sectors of our society. According to recent figures, 95% of American homes have television sets.

What may be unique here is that the "settings" in which these experiences will occur will, probably, be markedly different from the normal educational environments. Involvement, we envision, will be more profound, because we shall engage whole family groups, whole leadership groups (CAA Staff - Educational - Government) in those experiences. What we hope will emerge from such efforts will be stronger, more clearly definable community developmental growth patterns.

Through the mass communications media, we can make almost every "poverty ghetto" resident, an active participant in the process of social and individual reconstruction.

Why use mass communications media? The best answer

to that question was a response, given by Mr. Shriver in answer to another kind of question, earlier in the life of the OEO. OEO was not conveived as a total resource capability in this massive assault on poverty, rather, it was envisioned to be the medium through which the total resources of the country could be brought to bear on those problems.

The central ideas we shall be dealing with are these: We need to do more than develop "support techniques", "support programs" to help overcome educational and occupational and cultural deficiencies of the poor; we need to provide open, reciprocal channels of access to other, advantaged sectors of the "total" community for the poor. We need to resolve the problems of isolation, definitively, through the use of "two-way" telephonic, and/or, radio communications systems. We need to resolve the problems of creating the necessary "software" materials which reinforce our uses of the mass communications media.

We say that this paper deals with more than the question of whether or not to make systems available, more than a "state of the art" evaluation

of existing capability. The "state of the art", and whether we should relate to "systems", is, we believe, inextricably bound up with the spiralling needs of institutions, and people, wherever those needs occur. Experience has shown that "response to needs" is the most critical factor in the fabric of growth, regardless of where that growth has occurred.

From time to time there have been outraged cries from certain sectors of our society when we recommended the expenditure of "almost" as much money, for the education and rehabilitation of the poor and disadvantaged youth, as an average American middle-class family spends for the education of their children. Yet, we know that the law says that no child shall be deprived of the right to an adequate education, or a person of the right to work, if he is capable. In spite of that, we know that the central issue for the poor, and more intensely for the minority poor, remains social reinforcement of deprivation by exclusion. And this intolerable condition does exist, in our country, in the latter half of the Twentieth Century.

In a recent speech, Mr. Thomas D. Morris, Assistant Secretary of Defense for Manpower, said:

> "The values we are seeking are more effective human resources available for more of their time...with a smaller drain on our training resources both human and physical..."

Mr. Morris' idea is central, also, to the rationale for using mass communications, in the contexts we are indicating here. We too, are deeply concerned with economical, propitious use of time, as well as dollars. The fact is, we can, through mass communications, bring more education, more job-skill training, more information, to more people in less time than is possible through other, more conventional distribution systems.

As early as 1950, Mr. Hadley Cantril, Chairman of the Institute for International Social Research said:

> "A tool must be evaluated not against an absolute standard of efficiency but against the efficiency of alternative tools that

are available..."

In effect, a zone of silence surrounds the poor of Rural America, the tools we are using to communicate with those people are pitifully inadequate.

When we decided to recommend that OEO relate to the mass communications media, we realized that two choices were open for consideration.

The one choice requires that equipment for a mass communications system be purchased, that licenses and clearances for channels be applied for through the proper agencies, that those facilities be staffed with adequate, professional personnel, and that one, or two demonstration systems be created somewhere in the country and funded for a reasonable length of time.

The second choice is to relate to an already existing capability in mass communications, to undertake contractual agreements with those facilities for, equally, reasonable lengths of time.

These are the choices open to us and we choose to

recommend the latter for three reasons:

1) Funding under this plan is less expensive.
2) Immediate access to mass communications media is possible.
3) We must respond to the plea to provide this tool for the dedicated men and women, working in the ghettos of poverty, and who have courageously "held the line" for two years. People who have made, and will continue to make this most "visible of all wars", a monument to social justice in our time.

This document is an in-depth description of the reasons behind that choice.

SECTION ONE

COMMUNICATIONS AND THE POVERTY POPULATION

The past two years have produced an awareness of the need for social change and concerted community action in behalf of the poverty population. This has occured as a direct result of the impact of anti-poverty programs have had on communities throughout the nation.

It is safe to assume that the past year has produced, as well, a growing awareness of the need for some communications device which can serve as a link between the poverty population, programs of community resource structures, and anti-poverty agencies. The focal point around which this idea grew was the Community Action Agency, primarily because of the realization that we must make some substantive in-roads, some significant progress in breaking into the "cyclical" nature of poverty.

To achieve that, the critical factor becomes the population itself, and how quickly we can develop the ability to deliver meaningful segments of that

population to the mass communications media. No other structure we have created can do this as well as the Community Action Agency.

Electronic mass communications media, radio and television, because they are a part of today's life-experience, must be exploited, shaped into a working tool which can deliver those program components dynamically. Few other experiences are as meaningful as face-to-face confrontation, television makes that possible.

We are not talking about "enrichment". We are describing a day-to-day "learning experience" being delivered more forcefully, and in greater depth, than has hitherto been possible through more conventional distribution means. And we are talking, realistically, about reaching a greater portion of the poverty population and getting them involved in those processes of individual and social reconstruction.

We have learned a good deal, over the past two years, about how meaningful learning occurs, from the children in our Headstart programs, and

from the youth in our Upward Bound, and Job Corps programs. We have learned that we can do more. We know now that in spite of ourselves, we still form critical value judgements about individual children, and that this is damaging because it serves only to reinforce the "failure syndrome" in them. Through television, we can help our staff "see themselves" in those situations.

Experiences with the media have proven conclusively that many things are possible to achieve. One of the most important is that through the television experience, we can mirror an individual's pattern of failure, lead him to an understanding that those failures are not "uniquely" his own, show him that others fail the same way. Then, we can take him the next, critical step, we can help him experience success, by showing him the achievement of success of others. Television can provide the opportunity to "live through" failure to success, by encouraging the child to identify with the successful experiences of others who, like him, have failed. The child, identifying with an emotional experience, a "real"

victory, can come to believe that success is possible for him too.

This process, identification with models in a group-learning situation, is predicated on the idea that a child will respond emotionally to stimuli, and that if he does, learning becomes truly meaningful for him. This process is discussed technically, later in this paper (see Section 8). The theory is not a complicated one, it says: what the individual can see in his own "Line of Sight" that is positive, reinforcing, he may identify with, and that if he can see these things often enough, and if he can, himself, succeed often enough, he will come to believe in his own ability to achieve, come to believe in his own worth as an individual.

Through the application of our most successful experiences with mass communications media, we can confront the poverty population more hopefully than ever before.

We are faced with the monumental task of preparing a large segment of the poverty population (the

young adult, and the adult) for meaningful work. Among these are the recalcitrant and the fearful. More than this, we must demonstrate to the community at large, to the middle class and affluent sectors of the community, that their stake in this effort is an important as our concern. Organized Labor, long the champion of the underpriveleged in our society, must be made to understand that preparing the poor and disadvantaged for useful and constructive work is as much their problem, as it is our concern. That "token" efforts are not enough. That money, alone, is not enough. That one question remains unanswered. How do we answer the poor when they are barred from Organized Labor, once they have acquired those job skills and come to realize that Organized Labor has not provided for an effective bridge into a constructive, contributive way of life? No matter what we do, or how well we do it, those restrictive conditions do exist in the larger, working world. Among the minority populations such conditions serve only to reinforce those feelings of inadequacy and lack of worth, feelings which we have worked hard to overcome and to dispel. This, too, is a problem in communication.

In education, the situation reflects an equally disproportionate balance. In most all of the segregated "public" schools throughout the country, in all of the rural, one room schools of the country, students are denied the blessing of our technology. Electronic mass communications play significant supportive roles in education, except in those areas.

Where electronic mass communications are used in education, successful experiences do occur, (See Bibliography) learning becomes more meaningful.

The poor, through their Community Action Agencies, can put themselves into the "communications picture" by describing what their communication weaknesses are. The poor, through their Community Action Agencies, can best describe in what "settings" those learning, face-to-face experiences should occur.

OEO must now take cognizance of the serious need to interface program, agency, and population. To begin to turn to electronic mass communications and make them "extentions" of themselves at the local level.

We must resolve the problems of how to use those tools, and those resolutions must emerge out of the common participatory experience. In the new field of computer technology, a word has come to us, GIGO. This word is deeply meaningful, not to the computer design engineer, but to the newer, educational technology expert, those gifted people who design the "software" materials for learning or retrieval devices. The term, literally, means "Garbage In - Garbage Out". In other words, if poor information is fed into the computer, or other device, then poor information is poured out with fantastic speed and in prodigious quantity. To help prevent this from happening here, the poor must share in the labor to bring "good experiences" about, to make individual aspiration be, not seem valid. If this becomes the modus operandi, then successes will occur on an unprecedented level.

Any lack of circumspection, in the early stages of investigation and planning, will prove disastrous. Hopefully, we will be focussing on those key problems of poverty, to which an

electronic mass communications capability can address itself: lack of adequate education - lack of meaningful contact with the larger community - lack of access to community resources - lack of mobility of people trapped in the hard-core pockets of the "inner city".

It is a cruel act to deny people access to one another when we have the means available to us to achieve it. Modern technology has put within our reach the most effective tools ever devised by man. For the poor, it is as though they have been struck mute in the midst of their anguish, to be denied access to that capability, created for us all. This kind of deprivation is as evident on the faces of the poor as are the most intense feelings of pain.

From a memorandum, dated August 28, 1964, prepared by Dr. John W. Bystrom, Assistant to the Under Secretary for Television, HEW, the following excerpt has important relevance for us:

> "The attack on poverty can be greatly assisted by using noncommercial educational

> television, radio, and audio visual means to increase the effectiveness and efficiency of a wide range of services designed to improve the economic well-being and the health, education, and welfare of our citizens...It is desireable that funds under the Economic Opportunity Act of 1964 be available for the television and radio electronic transmission media and for educational and training materials, which advance the objectives of the Act."

What Dr. Bystrom describes as one of the most important characteristics of the electronic communications media is that they "Assist in gaining the understanding and cooperation of the public for community efforts."

Following this line of reasoning we have identified some "uses" of the electronic communications media in terms of priorities:

COMMUNICATIONS FOR SURVIVAL

COMMUNICATIONS FOR INTERFACING THE COMMUNITY ACTION AGENCY, THE TARGET POPULATION, AND EXISTING COMMUNITY RESOURCE STRUCTURES

COMMUNICATIONS FOR THE REINFORCEMENT OF EDUCATION

COMMUNICATIONS FOR THE REINFORCEMENT OF JOB SKILL TRAINING

We describe these in the following way:

COMMUNICATIONS FOR SURVIVAL: The development of communications (telephone and/or short wave radio CER) systems to overcome the isolation of people living in rural areas of poverty.

COMMUNICATIONS FOR INTERFACING THE COMMUNITY ACTION AGENCY, THE TARGET POPULATION, AND EXISTING COMMUNITY RESOURCE STRUCTURES: The development of clear paths of access to electronic communications (radio and television) to assist in the task of achieving two-way dialogues aimed at the improvement of community action instruments (programs), and achieving the widest participation of the target population. This is applicable, equally, in those instances where great distances separate the Community Action Agency from the target population, as well as in those instances where the mobility of the target population, in an "inner city", is a considerable factor.

COMMUNICATIONS FOR THE REINFORCEMENT OF EDUCATION: The development of equally clear paths of access

to the electronic communications media, to assist in the tasks to overcome functional illiteracy among the adult, and youth "drop out" population, to provide citizenship training and instruction, to create supplementary programs for Headstart and Upward Bound projects, to provide staff training and orientational materials on the professional and sub-professional levels for the Community Action Agency.

COMMUNICATIONS FOR THE REINFORCEMENT OF JOB SKILL TRAINING: The development of clear paths of access to the electronic communications media to assist in the task of providing the best, most up-to-date training materials developed by industry and labor to the recipient population at the community level, if such programs exist, or within other, specifically designed program entities such as: Job Corps, Neighborhood Youth Corps.

Though we have described "clear paths of access to electronic communications media" as a critical factor, it is not alone, a solution. We should, for example, begin to develop paths of access to

the emerging field of Educational Technology, and begin experimenting with ways of integrating that body of expertise into our present structures through the mass communications media. We must establish contact with reliable capabilities for the production of the "software" materials, to reinforce our efforts with the mass communications media.

In New York City, plans are underway for the development of an educational experiment at the Elementary School level, with a device known as the Talking Typewriter. This instrument affords us the opportunity to test the concept of "Responsive Environment" in a controlled way. In a New York Times article, (Oct. 28, 1966) this technique is described in the following way: "When a child touches a key, the machine not only prints a letter, but pronounces the letter, figure or symbol. Later the machine displays and pronounces letters for the pupil to type, and progresses to words and sentences." Television has been included as part of this experiment, so that hopefully, that experience can be replicated in other geographical areas, shared with other people working in similar areas of concern.

This will be possible through the use of video tape recording.

The fact that television and radio are part of the daily life-experiences of people living in poverty is one of the most important reasons for us to relate to those media. This is not to suggest that the poor will calmly sit at their television, or radio receivers, and participate in our programs, and that is all there is to it, that is all we have to do, is simply say that it is there. An effort will be required to involve the population in the planning and implementation of those program support materials, because they will not relate to them simply because we say they should. They must know that we will be designing a process together, a process designed to destroy lethargy and apathy and bring about a whole pattern of change. It is that prospect, that possibility which will be exciting to us all.

In a recent report written for the Appachalian Regional Commission, Mr. Boyd W. Fellows, wrote:

"What is needed in Appalachia is something different...something new...vibrant...dynamic... to get through to people. If a responsible educational broadcaster were to propose a programming project involving practical, and basic values during daytime and evening hours on a full-time basis, it would well behoove ARC (Appalachian Regional Commission) to consider backing such a project to the fullest extent of its capability. The people of Appalachia, as much and possibly more than any other Americans, need effective mass inter-communication of information which they will find valuable in their lives. They need it as soon as possible."

The title of Mr. Fellows' report is "Educational Broadcasting As A Tool For Appalachian Development", and was written in June of 1966.

SECTION TWO

COMMUNICATIONS AND THE ANTI-POVERTY PROGRAM

People living in poverty and disadvantage usually refer to themselves as "too dumb," to go to school, or to learn anything "new." They often are heard to say that learning is "too hard." These are some ways the individual has "learned" to describe these things.

> "What good is having an education, anyway? You never get to use it."
>
> "No one will believe me when I tell them that I finished school, anyway, so why bother?"
>
> "No one around here cares if I get an education or not, so why should I make the effort?"

Responding to these kinds of expressions with phrases like: "Society cares," is not really an answer for the poor. We have been responding in that fashion for a long time, and the poor have

continued to "go where the luck is." Usually, they have had no "luck" with education, nor with the educative process, consequently they will not relate to the school as a meaningful way of overcoming their problems, and there is little chance of winning them back with these kinds of arguments.

The tensions a child from poverty lives with every day of his life robs him of the possibility of "learning how to learn," a process which requires the utmost attention and sympathetic reinforcement. The tense child, therefore, is not the child who learns easily. For him, learning is a "hard thing." To "reach" him, we must do several things, within the framework of education as he knows it:

1) We have to create an environment in which learning <u>can</u> occur, and that he <u>will know</u> about it.

2) Those structures must be meaningful, not humiliating or threatening to the individual.

3) We must get across the idea that learning is important to the individual.

4) We must create a learning situation in which "success" does occur each day, in every class.

5) We must create an environment in which each "success" is reinforced, so that those experiences become cumulative.

6) We have to convince the individual that it is possible for him to "work through failure" to success.

The transposition of these ideas to the television teaching situation, for example, could be described in this way:

> A child who sees another child dealing with the same materials he deals with, may, more readily, come to identify with another child's "failures and successes" when those experiences are similar to his own. When this occurs, when this process of "identification" is achieved, then the closest thing to "total learning" will have been achieved. This is

so because the child has not only become involved in the learning process, but has developed an important personal "emotional frame of reference" for himself that is strongly supportive. When this does happen, we have gone through a "creative exercise" in the application of electronic communications media to learning.

We have just described one concept of "group learning" through the television medium. A group of students, with a teacher, on television, working in the same subject area as another group of students in a classroom setting, at the same rate of speed and with the same materials.

We know, that to use this technique effectively, there are some ground rules that are useful to know:

1) Both teachers must teach the same way, using the same method.
2) There must be communication between the two teachers, in the preparatory and on-going phases of the experience.

3) No problem raised in any one class session should remain unresolved, and that resolution should occur in that class session.

4) The teachers, both the television and the classroom, must stress "similarity of problem structures" as they occur, and lead the student to insight by encouraging identification among students, so that they may have the opportunity of working through failures to success.

5) The individual sessions must begin and end the same way, at the same time, at the same place in the text, for both groups.

6) The "course" of instruction must begin and end at the same time for both groups.

7) The technical problems of the television studio "classroom" must be resolved in such a way as to eliminate any possibility of the technology intruding into the learning process. (The student must be unaware of the involvement of television equipment.) If the classroom student becomes consciously aware of the

technical capability, he is lost to the educative process.

If we ran down the list of OEO programs there is not one item that could not benefit from having access to the mass communications media. Utilizing these media takes courage, imagination, and skill, and there is no dearth of those elements in OEO. What is lacking is only the opportunity.

We have dealt, thus far, with divisional concerns, and with the technical resolution of the problem of transposing the classroom experience into television terms. We turn now to those problems inherent in developing "software" materials, those texts and guides which make learning by electronic communications media meaningful. There are two things which command our attention. First, is the fact that a tremendous amount of completed materials already exists. The techniques for producing these kinds of materials has not changed appreciably since the first, education-oriented, materials were produced. What has changed is how we think about the materials, how we see the problems of education, now.

In the past, indeed until very recently, no one considered that radio or television could do very much more than provide "course enrichment," "supplementary" materials. As a result, very little of what exists, is applicable to the problems in education today. New techniques for the in-school use of radio and television, the now familiar "courses for credit by television," the "Continental Classroom," have become historic landmarks in the application of electronic communications media. It is for this reason, because serious innovation has occurred on a high level, that there is reason to look forward to lasting results on the frontiers of education today.

Secondly, because we will have to create new materials, we must decide what we want those materials to do, and is it important that we measure results by accepted standards. We know that when learning occurs it is measurable, but does that only apply to learning when It occurs in those settings which we have come to regard as "academically acceptable?" The problem of "educational setting" is a critical one for us in the OEO. The population we relate to has failed academically. Are we to recreate

those settings and run the risk of repeating those failures?

We shall have to strike out in new directions here. We shall have to create those environments in which learning can occur differently. We shall have to create those settings in which each element, including the student population, contributes to the task of achieving successes, and that every element is designed to make its contribution to that end.

"Software" materials, therefore, must be designed differently today, and needless to say, differently to meet our needs. The Educational Technologist, that new breed of educator, has developed an entire spectrum of valuable teaching aids, from "Dial Access" devices, to the simple hand-held "Calculator." We must enlist his aid in resolving the educational problems we will be facing.

Criticism and failures notwithstanding, OEO programs are reaching more people today than they reached in 1964, or 1965. By 1970, it is likely that we will have touched, in some way or other, the life of every family living in poverty in the nation.

To many, reaching some twenty or thirty million people doesn't seem like much of a task, considering our total population. Whatever percentages those figures represent, it is still a lot of people to relate to, and do something constructive about.

We have reached a point now where we must extend our successes, reach out to larger numbers of people than we have been reaching. Our greatest challenges lie before us. We must win back to education a substantial percentage of those young people who have grown "away" from school, but who may still be reclaimed, if we provide adequate, non-threatening, supportive structures. For those others, those for whom education holds no promise, we must begin the difficult task of helping them structure realistic "life-goals" through job skill training, in other than Job Corps settings, since we cannot serve the entire youth population through that program. We must come to the conscious realization that <u>not all</u> disadvantaged male youth can, or should be trained as Automobile Mechanics, or Radio/Television Repairmen. Not all disadvantaged female youth can, or should be trained as File Clerks, or Typists.

Our own records show that many of these young people have failed in other attempts to prepare themselves for adult responsibility. We have been coping with the "matriculated" drop-out from MDTA programs, from State Employment Training programs. So we have had those experiences. Now, we must do more than attempt to capture the interest and imagination of the poverty population. We must, in fact, achieve that. We must become consciously aware of the total educational, psychological, and social reinforcement "mix." The materials we develop, therefore, must do more than merely provide textual frames of reference, they must challenge and inspire, capture the imagination of these young people, and engage it actively. Every piece of information should be conceived as "open-ended," to allow for the exercise of "original" thought. Information should provoke, not be merely provocative. Materials must be designed to evoke responses because these young people should be taught to have respect for their intellectual capabilities.

To achieve these things we must structure those exercises within their frames of reference, in

language they can understand. Any attempt to superimpose more sophisticated concepts invites disaster because the poor are easily intimidated. Frustration is severely traumatic for them, and when it occurs, they withdraw, revert to older, more protective patterns of behavior. They become inattentive, hostile. And, if they fail, in a supportive setting, then the loss may be irrevocable.

For the adult who has lived longer in poverty, the problems are more complex, and only "apparently" easier to get at. The adult has conditioned himself, and has been conditioned by his life in poverty. He has learned to "absorb" the experiences of failure and of being thwarted. If, for example, the training or educational programs we suggest relate to something which he has experienced, then the chances of "reaching" him can be described in two ways: If his own experiences in that particular area were good, not damaging, then it is reasonably certain that we can "reach" him and that he may succeed. If, on the other hand, he identifies what we have to offer with an unsuccessful, unhappy, damaging experience, then we may not "reach" him at all,

and we will have to look for other ways, other things to interest him.

However, human nature being what it is, we have still another chance at this individual. If we can touch some responsive chord in the individual by offering him the opportunity to do something he has always wanted to do, but never had the opportunity to do on his own, even though there is nothing in his life, no related experience upon which he can call for some responsive mechanism, then the burden for building a successful experience for such an individual is ours completely.

These are ideas which OEO programs have generated in a scant two years of life. If we fail to reinforce the forward thrust of those two years, those programs will founder.

We strongly recommend that the Community Action Agency be encouraged to include a Communications Component in every subsequent refunding document, as well as in every new proposal submission.

SECTION THREE

CURRENT PROPOSALS - A BRIEF DESCRIPTION

Surprisingly few proposals have come to the agency which describe the need for involvement in the mass communications media. What does exist in the files of the Education Division - CAP, typifies the inability of even interested individuals and agencies to develop program ideas well enough.

We have received requests to fund research projects in the use of television in education, develop consumer education kinds of programs for television, programs which describe the economic traps in such things as "installment buying", "home ownership plans", "automobile purchase plans". Basically, these programs are more closely related to a type of commercial television "Buy Brand Name Products" pitch which seemed directed more at the business community than the poverty population.

There have been one or two instances where requests have come into the agency which represented

appeals for the support of entire community television systems. Some ran as high as half a million, and more.

For the most part the research proposals have been duplications of current and past efforts. Program components proposals have suggested "whole series" kinds of ideas, rather than individual programs. While some of these were interesting, they seemed to be directed more strongly at support from private industry, or from the commercial television Public Service Depts., rather than by the OEO. Those requests for funding of systems in mass communications fall outside of this agency's ability to respond since it does not reasonably follow, that to use television, or radio, as working tools in our programs, we must "own" the systems we utilize. Establishing such a precedence is uncalled for in the face of existing availability of, and access to mass communications outlets in almost every major city in the country.

The existing file of proposals which have come

into the agency for funding, have come in with "testimonial" documentation from vested interest areas. Of course, having control and/or ownership of a television or radio broadcasting facility would, substantially, increase the stability of a Community Action Agency. A half million dollar facility is no mean asset for a nonprofit corporation. It is, however, too disparate an investment to make in the face of the other program responsibilities such an agency has to the poverty population.

To go back for a moment to the research projects which have come in. One in particular, is entitled "Research to Enhance Special Preschool Instruction for the Deprived with Education Television", stands out.

We have compressed what is described, in this document, as five "valuable purposes" which could be served by adding a television capability to an existing preschool project configuration of some twenty (20) Day Care Centers. These five points are described in the following way by the authors of this document:

1) "Television potentially can expand the classroom environment by showing and demonstrating activities, locations, and events..."

2) "Television potentially can provide instructional experiences which are difficult or impossible to provide ordinarily in a classroom..."

3) "Television potentially can reach pupils who are not formally enrolled in the program, and permit children who are enrolled to receive at least some regular instruction whenever they are able to attend school..."

4) "Television potentially can provide truly expert instruction to large numbers of classes simultaneously..."

5) "Television potentially can provide the experimental control necessary to compare instructional alternatives and to replicate whatever successes are achieved..."

Hard on the heels of the above "purposes", is the following statement: "The overall goal of the

proposed research is to determine the influence of performer variables on the effectiveness of educational television for preschool children from deprived neighborhoods...It is hypothesized that, regardless of the specific instructional objectives of the lesson, achievement from the lesson will depend upon the performers and the lesson format, such that a performer who appears as a typical adult may not be as effective as possible alternatives, such as puppets, simulated animation, or mimes..."

This document goes on at great length to describe a formidable activity spectrum in reseach-testing procedures, and hypothesized results, at a cost of roughly eighty nine (89) thousand dollars for one year.

What we found absent from the descriptions about "how learning occurs" was recognition of the possibility that children might also learn from one another. What we did find was that, as a possible result of this research effort, feelings of inadequacy could be reinforced, with equal impact as meaningful learning. In this experiment

the "live adult teacher" (the performer) is being tested against the effectiveness of puppets, simulated animation (still drawings), and speechless animators (mimes). It is a frail premise on which to spend close to ninety (90) thousand dollars, or on which to tie up the creative energy of people who could possibly make a more substantial contribution with more effective guidance, or on which to involve the resources of at least two responsible research and production outlets.

It would seem as though these people had overlooked the rather extensive experiences in the uses of television in like situations. What is distressing is the fact that funds were probably allocated for this and similar "studies", by other agencies. What is further unsettling is the fact that the emphasis is unequally divided, between understanding children's responses to educational television stimuli (the lesser emphasis) and the study of performer impact versus abstration (puppets, simulated animation, mimes, etc.), which, it seemed, accounted for the lion's share

of the emphasis.

So long as such confusion exists, it is painfully clear, we need to do a great deal of work in the program development area. We must help those talented and dedicated people zero in on the true target, the poverty population in each state in the country. We must help them understand the danger of getting involved in situations which are separate and apart from the actual conditions of poverty, thereby becoming estranged from that population. We must help them understand the need to be aware of the dangers inherent in creating "arbitrary" materials, and research exercises, and then superimposing those structures onto the poverty populations.

Most important of all, we must become intensely sensitive to the dangers which exist in "making promises" to the poverty population, promises that are almost impossible to keep with things as they are.

Most of these errors are being committed by well-intentioned people who are deeply interested in

the problems of the poor, and are desirous of being helpful, not destructive.

Structuring those programs, designing the necessary "software", which must accompany those programs, are among the most difficult tasks before us. Of course, we should be innovative, yet it often becomes difficult to distinguish an innovative concept from something which more closely relates to individual excitement about another way of reproducing an old idea. This is not, necessarily, bad. Often, in television, we have had to rework an idea we thought innovative, many times before we found that "new" idea, that concept which moved us a little further down the road.

While it is not appropriate for us, at least not in this document, to go too deeply into the creative process, we do want to say something about it in the contexts we have described here. The first thing that must be said is that we must resist frustration. There is an old, sort of proverbial saying among writers which implies that using the "cliche" is not bad writing, so long as it occurs in an acceptable contextual

frame of reference. It is unacceptable when it occurs inappropriately. Consequently, a good program format in television, or radio, that is not original, may be perfectly suited to our needs. Therefore, unless what we can devise is better, or more closely meets our needs, and is workable for the medium we are using, we know that the "proven" format works. The creative process comes into play when we take the next step, when we must resolve the problems of "how" we use those ideas and formats. For example: we said, earlier in this document, that it is important to interface the poor, the community action agency, and existing community resource structures. Surely, the first thing that comes to mind, as a device which can achieve this confrontation, is the "Town Meeting", "Open Forum", kind of program format. Yet, we know that we have to do more than simply achieve confrontation. We have to be sure that meaningful things come out of such experiences. We must, therefore, in our planning, assure that whatever the reason for structuring such confrontation emerges clearly. We must resolve the

"equal time" problem that is operating in such situations. We must be sure that everything must be said, is said, in the best and clearest way possible. We must be sure that everything that must be resolved, is resolved, or at least the patterns of resolution are projected clearly, etc.

The development of program and support materials for program is the more complicated problem we face. We must be absolutely sure that the poor can "take" the materials we present via mass communications, and go on to the next step. In short, we must plan our programs in depth. We must look beyond the "57 minute hour", or the "27 minute half hour".

This suggests that our responsibility does not end with the telecast, or the radio program. It must be at those junctures, after each program no matter what the medium, that the Community Action Agencies we have built take over, each day.

It will be from those kinds of experiences that developmental growth patterns will begin to

emerge. We must not make the mistakes of the past. We must not make those decisions which result in the poor and disadvantaged getting "stuck" with a block of materials someone "thought" would be helpful for them to be exposed to.

We must work to convince the poor that it is worthwhile to invest a portion of their energy, the energy they expend in the daily struggle for survival, in the reconstruction of their values, so that their lives can have greater meaning, their efforts have deeper validity. No single project or proposal has, as yet, touched these values. So we may begin our task now, and say that as of this date, we shall attack, confident, as we are confident, that there is a way, a reason to have hope that these things will come to pass.

SECTION FOUR

FEDERAL JURISDICTION - FCC RULES AND REGULATIONS

The important thing about the applicability of FCC Rules and Regulations governing the technical aspects of mass communications media is to know that such structures do exist. That FCC's various divisions can provide some valuable assistance to communities, and to individuals who bear the responsibility for planning the use of such systems.

The most significant contribution which the FCC can make to the efforts we are describing here lies in this critical area of professional guidance in the uses and values of mass communications systems.

In some regions of the country, only one source of electrical power exists which provides services to rural areas. For example, the REA (Rural Electrification Agency) a division of the U. S. Dept. of Agriculture, provides the only source of electrical power for the rural areas of Appalachia. REA came into being with the emergence of the TVA (Tennessee Valley Authority) as a reality.

Another valuable government agency which can help resolve certain other kinds of problems is the IRAC (Interdependent Radio Advisory Committee). This is an inter-agency structure created to facilitate the resolution of problems which cut across agency responsibilities, and affected more than one agency. It is the IRAC which can be of decisive help in those cases where government-owned and operated facilities are involved, or required (as with REA or FCC). The FCC, therefore, may be of help in resolving some of the engineering problems related to the feasibility of using REA capability. Their participation (FCC), and REA cooperation, could be achieved through the intervention of the IRAC, since it is an intermediary group to which both agencies belong.

We envision utilization of the services of the IRAC to resolve the problems of developing Communications For Survival systems in rural areas.

Another recommendation of this study will be the encouragement of "Radio Multiplexing." This is a method by which the principal signal power of an existing FM radio station is reduced, in order to provide for the development of sub-

carrier (additional) capabilities. Though "multiplexing" is only applicable to the FM radio spectrum, it can be an extremely valuable device in those areas where FM is available (i.e., in Northern California, with the Pacifica Stations). What this means, in simple terms, is that if an FM station went into a sub-carrier situation, one of those radio channels could be made available to a Community Action Agency, at a greatly reduced rate from what it would be if there were only the full power station available. It provides wider capability where, formerly, only one outlet existed.

In the area of television communication, the most recent development, in systems engineering, and in the opening up of greater channel capability, has been the emergence of the ITFS (Instructional Television Fixed System). This system operates in the 2500 mc range, and is not unlike the Closed Circuit television system, with the exception that it is a broadcasting capability, and the closed circuit system does not use the airwaves. What is unique about ITFS is the fact that it, like the concept of radio multiplexing, offers a multi-channel capability. It is ob-

vious that this kind of flexibility can be extremely useful for local Community Action Agencies, for such program support areas as Staff Training and Orientation, for Basic Education support programs.

There are over 200 channels available in this spectrum, out of which only 88 have been applied for, and only 12 have been approved for operation and are on the air.

While this means that a Community Action Agency, with its non-profit status, could qualify as an applicant for the ITFS capability, under FCC regulations, it is not considered feasible that they become involved, unless they could develop some other funding sources which would support such a venture.

Copies of the FCC Rules and Regulations (Current Revised) are available from that agency. Specific questions can be answered by addressing inquiries to the Community Services Division of CAP in Washington.

In order to more fully understand the kinds of communications systems we have mentioned here, and

which are available to a Community Action Agency, the following identification and descriptions have been provided by the Educational Broadcasting Branch of the FCC.

ETV - EDUCATIONAL TELEVISION

Under section 73.621 of the Rules, ETV stations are licensed only to "nonprofit educational organizations... to serve the educational needs of the community, for the advancement of educational programs, and to furnish a nonprofit, noncommercial TV broadcast service...ETV broadcasting stations may transmit educational, cultural, and entertainment programs, and programs designed for use by schools and school systems in connection with regular school courses, as well as routine and administrative material pertaining thereto.

ITV - INSTRUCTIONAL TELEVISION

Under FCC Form 340 (CP Application for Educational Stations) an Instructional Program "includes all programs designed to be utilized by any level of educational institution in the regular instructional programs of the institution - In-School, In-Service

for teachers, and college credit courses are examples." In FCC Form 301 (CP Application for Commercial Station) an Instructional Program "includes programs involving the discussion of, or primarily designed to further an appreciation or understanding of literature, music, or fine arts, history, geography, and the natural and social sciences; and programs devoted to occupational and vocational instruction, instruction with respect to hobbies, and similar programs intended primarily to instruct."

CBR - CITIZENS BAND RADIO

A service is intended to provide for the use of short distance radio communication facilities for the business or personal activities of licensees, for radio signalling and for control of remote objects and devices such as model airplanes, and garage door openers, etc.

CCR - CARRIER CURRENT RADIO

A system in which radio frequency energy is conducted from transmitter to receiver over a net of wires, rather than through space. The trans-

mitter is wired to receiver and is used in Power Company's transmitting communications over high voltage lines, by Telephone Companies to transmit several messages over one wire by using different frequencies.

OCTV - OPEN CIRCUIT TELEVISION

Although there is wide usage of the term, OCTV, by a large number of educators, the Commission does not officially recognize it. According to the FCC Office of Chief Engineer, an open circuit is the interruption of a transmission path whereby the circuit/path is broken, or open, such as a tree falling on a line, etc. OCTV as the opposite of CCTV (Closed Circuit Television) i.e., broadcasting, Section 3 (o) of the Communications Act of 1934 states "Broadcasting means the dissemination of radio communications intended to be received by the public, directly or by the intermediary use of relay stations."

ITFS - INSTRUCTIONAL TELEVISION FIXED SYSTEMS

Operated by educational organizations and used

primarily for the transmission of visual and aural instructional, cultural, and other types of educational material to one or more fixed receiving locations, such as schools, colleges, and university where students, teachers, etc., are assembled for formal education, training, or instruction. (This service uses channels in the 2500/2690 mc band and combines the low cost economy of closed circuit with the ability of radiating through space like broadcasting and the use of multiple channels.)

CATV - COMMUNITY ANTENNA TELEVISION

A cable system which delivers a signal (either from wired facility which picks a signal up at a tower, modulates it and places it on cable; or via microwave which receives a signal and transmits it to a distribution point and then it is placed on a cable) of good aural and visual quality to towns and communities not capable of receiving good pictures, due to terrain surrounding the town or community.

CCTV - CLOSED CIRCUIT TELEVISION

Installations using coaxial cable for the

purpose of receiving and distributing picture and can range from a single camera connected to one receiver in the same room (used primarily for magnification purposes, or in speech classes) to extensive multi-channel systems utilizing several outlets and extensive cable for connection, such as Hagerstown, Maryland.

SECTION FIVE

TOWARD A NATIONAL SYSTEMS CAPABILITY

We have been describing the necessity for relating to mass communications in order to meet the increasing demands being made upon the local Community Action Agency by the poverty population. We have said that those demands will intensify as we reach out to more and more of that population in the months ahead.

We have said that we are facing critical manpower shortages, at every level, as existing staff take on wider responsibilities.

It is axiomatic, that where communication is weak, it is impossible to develop effective community action programs, and it is almost impossible to involve people.

When there is little, or no communication, program structures tend to become arbitrary, and reflect some professional's view of "what the poor need." Such programs are inadequate because they represent an "idealized conception" of how to combat poverty through so-called "proven" programming "method."

Such thinking frequently occurs when contact with the target population is sporadic, because the distances which separate staff from the population are too great, or because of poor utilization of staff.

Each year, countless numbers of rural poor people do die, because there is no way for them to communicate their needs to even the nearest town. This is a sobering reality which we must face up to.

These kinds of communication needs are central to the concerns of this document.

In thinking about an OEO "national" capability, we must squarely face up to some realities:

1) The cost for one agency's "creating" a unilateral capability in mass communications is prohibitive, even allowing the possibility of open, unallocated channels being available in either radio or television.
2) If initiating systems is costly, and it is, then interconnecting those

facilities, to achieve national coverage, is a staggering expense, not to mention the formidable problems in engineering it poses.

3) It is estimated, conservatively, that the cost of maintaining a single broadcast facility is upwards of $142,000 per year. The multiplication of that figure by the number of stations it would take to achieve national coverage is too frightening to contemplate.

We are confronted, therefore, with a decision, since we must automatically rule out any possibility of creating our own national capability in mass communications, what can we realistically relate to? Is there anything?

The commercial broadcasting industry has been generous in offering assistance to the OEO, as well as to local Community Action Agencies. Support from that area, however, is fraught with impracticalities too complex to be considered as viable. To describe only a few of the problems which would, inevitably, arise:

1) Conflicts of interest in "Time Allocation" with commercial Sponsors, who, in every instance, and justifiably, would receive preferential treatment.
2) The possibility of exposure to political pressures, both from within the broadcasting industry, and from local vested interest and government groups without.
3) The cost, per segment of time, is far greater across the board, than equal time over nonprofit facilities even in dense market areas.

The conclusion, therefore, is that commercial broadcasting systems cannot provide the kinds of services, or the time commitments which we would require of a broadcast capability, every day, five or six days out of every week.

Nonprofit, noncommercial broadcasting facilities, on the other hand, can more easily adapt to our requirements, and provide the "national" coverage as well.

The effort we are engaged in demands that we con-

sider developing ways of reaching people with the least possible delay, and with the best possible means. The reasons for this are two-fold:

1) That there has been, and will continue to be, an increase in the population we are reaching.
2) The fact that each recipient bring with him a whole range of problems that are critical, even though what brought him to the agency in the first instance may be one kind of problem.

In certain areas of the country, in what we have come to call Rural America, the poor are trapped in remote communities, with no facilities, subsisting with only the barest necessities of life. The following excerpt from a rural Newsletter, "The Hawk," prepared weekly by people living in a remote Kentucky region of Appalachia, describes the plight of the children of that community. "True Story," was written by Martha Ann, a nine year old child.

"Today, May lst, is my birthday. I am nine years old. I go to school in the Head of

> Little Mud. I am in the second grade. I am in hope that they can have Summer School here. It would help so much. I want to thank Flem Messer and Larry Myers for helping with this program, and also everyone else that is helping. I hope we can have Carolyn Stevens or Tena Evans for our teacher if they get this program in. I also hope our County Judge Henry Stumbo, will make us a road so we won't have to wade the creek. We would sure appreciate it. We took colds and had to be out of school because we had to wade the creek about two weeks ago. We got behind in our lessons."

That's all there is to that story, but the simplicity of those words is moving. These children stun the eye of anyone who has ever seen them in their "natural setting." The hardships they endure every day of their lives is justification enough for any effort.

What Martha Ann did not tell was that she must wade that creek four or five times, before she reaches her one-room school, and the same number of times to get back home. What she does not tell

is how far she must walk, alone, from her home to her school. Nor does she tell of the times, in Winter, when she cannot attend school at all, when it is too cold to leave her home.

Martha Ann's problems of survival, the possibility of her growing to mature womanhood, equipped to deal with her world, is severely threatened every day of her life in Rural America.

From even a cursory look at the location of mass communication facilities, nationally, it is apparent that we can do something concrete about the conditions in which children like Martha Ann live. First of all, we can, in a real sense, open up the world to these children, with radio and television. Secondly, we can create a reliable means of communication which provides instant, two-way contact with, and access to the nearest community. We can, and must destroy the isolation in which these people are trapped.

To come to grips with this problem, and first on the list of "priority recommendations" (See Conclusion) is a plan which effectively deals with the problem of isolation. In terms of effective

resolution, there are two reliable ways of achieving this:

1) Early in the life of the TVA, the REA created an "emergency conference call system." By using the power lines which this agency erected for these rural communities, they established a telephonic "net" which linked together all of the TVA personnel working in that region. What we suggest is the revival and broadening of that facility. It provides for a telephone instrument to be placed in each home in a given area. Those telephones are tied into a two-way system which, when activated, makes immediate contact with a pre-set group of support facilities in the nearest community. For example: Welfare, Medical, Police, and any other critical service in any given area. These messages are carried over existing REA power lines and is relatively inexpensive to install, operate and maintain.

2) The alternative to the telephonic "Conference Call" system is a short wave radio call system which, also, would link several key points in a given area. This too is uncomplicated and requires inexpensive equipment produced by reputable manufacturers of electronic communications equipment. This alternative system is a CBR device used by industry, as well as individual licensed radio operators. For any given area a limited number of transmission units would be placed in strategic locations. These would tie into those same agencies in the nearest community (see above), and receivers could be placed in every home in the area.

The next recommendation describes the broader intent of this document, the initiation of a major drive to provide access to the electronic communications media.

Recalling some of Mr. Shriver's remarks during the early days of OEO, we took this meaning from them. OEO cannot do the "whole" job of eradicating poverty. in the nation alone. It will take the concerted

efforts of all of the resources we can muster to achieve that.

What OEO set out to do was to marshal the resources of the country in support of their efforts, since no single agency of the government has the total capability it requires to relate meaningfully to the problems of between twenty or thirty million people living in poverty in the country.

The recent target estimate, in time, to eliminate poverty in the nation, proposed by Mr. Shriver, was ten years. That reasoning is based on the belief that our institutions will respond to that challenge and take up their share of the tasks that lie before us.

What we have not learned well enough is how to involve those resources to the fullest extent of their capability. That part of the job still remains to be done.

Should the OEO create a unilateral communications capability, to be used only by OEO-related agencies? We suggest that such an investment is disproportionate, and would utilize funds badly needed in

other program areas. We suggest, further, that it would create a situation which would be replicative because of existing systems, and because of the fact that we can provide access to those existing systems at a fraction of the cost.

If there were no facilities available to us, then an investment in systems would be justified, and we would recommend it.

The electronic communications media we are recommending OEO relate to has, already, responded to some of the needs of community agencies in a tentative way.

ETV and ER stations are, today, a national resource. There are 155 operating ETV stations, community-based, scattered throughout all but three states. There are 335 ER stations operating.

Professional, nonprofit broadcasters have contributed some outstanding examples of radio and television programming on many of the problems a Community Action Agency faces.

Another of the more significant reasons for recommending the use of ETV and ER capability is the fact that

these stations often operate from the campus of a major educational institution, or, if they do not, have established deep ties with the educational community. This makes available to the Community Action Agency, the full range of support capability of such institutions. This can prove to be a valuable and important resource in meeting the many problem-solving responsibilities every agency faces. We refer here to the specialized departments, the institutes for specialized research, clinics, etc., all of which make up the educational community.

To describe this involvement a little more fully we should encourage at least four (4) Demonstration Projects, which can be illustrative of the kinds of resolution we are recommending:

1) A demonstration of the uses of television and radio, as "close support" tools for the Community Action Agency, in an urban setting.
2) A demonstration of the "Communication For Survival" function, mentioned earlier in this section.
3) A demonstration of the uses of television and radio, as "close support" tools for the Community Action Agency, in a rural setting,

or in a migrant population setting.

4) A demonstration of the uses of television and radio, as "close support" tools for the Community Action Agency, in an Indian Reservation setting.

The following is a developmental plan for the utilization of radio and television capability. This is a guideline structure and may be altered to meet specific local needs:

PHASE I: ESTABLISHING CONTACT WITH THE MASS COMMUNICATIONS OUTLETS IN THE COMMUNITY

Each Community Action Agency should first find out where the closest ETV and ER facilities are situated in relation to the agency. The Community Action Agency should engage both ETV and ER station personnel in preliminary discussion to achieve the following:

1) To evolve a carefully developed set of criteria for involvement in the media. The concept of "Close Support" use for existing program should be developed fully.

2) To develop a cost evaluation for such participation.

3) To develop a "Timetable," describing when the facilities will be used.

4) To develop some capability, in conjunction with the media staff, for the production of adequate "software" materials, and to identify some reliable source for those materials.

5) The Community Action Agency, in conjunction with the media staff, should determine which of its program components would best benefit from the addition of a mass communications support capability.

6) The Community Action Agency, in conjunction with the media staff, should make some determination about the "settings" in which such experiences will occur.

PHASE II: DELIVERING THE POVERTY POPULATION

The Community Action Agency, in conjunction with the Regional Staff person assigned to that area, shall develop a program which is

aimed at achieving maximum participation of the target population in this effort. The following suggestions may be helpful.

1) The Community Action Agency should assign specific tasks of recruitment to each member of its staff from among the people he contacts every day.
2) The Community Action Agency, in conjunction with the media staff, should set in motion a plan for a series of community meetings, at which projects utilizing the medium are discussed.
3) The Community Action Agency should prepare a "Flyer" campaign. These materials should be distributed among the target population, for the purpose of reinforcing the recruitment efforts of the agency staff.

PHASE III: PREPARING THE COMMUNICATIONS COMPONENT PROPOSAL

The Community Action Agency, in conjunction with the Regional Staff person, should prepare the communications component proposal document based on these recommended factors:

1) A description of the need to utilize the mass communications media.

2) A description of the number of people such an effort would reach, based upon the recruitment figures to be supplied by the Community Action Agency staff.
3) A description of the settings in which these experiences will occur.
4) A description of some goal structures which could not otherwise be met.
5) A description of the cost for such a demonstration project (six months to one year).

SECTION SIX

PROGRAM IDEAS FOR TELEVISION

In attempting to evolve programs for the poor through Radio and Television we are faced with two on-going problems: whether we are describing a mass communications support function...or a program-project function without the use of mass communications media.

1) How do we conceive and structure program-projects to avoid reinforcing the failure syndrome, characteristic of the poverty population?
2) Must these "software" (guide and text) materials differ from what already exists, within education, vocational training, etc.?

In our efforts we must concern ourselves deeply, not alone with the tasks of education and re-education, but with the achievement of effective communication.

To engage...to inform...to educate...are meaningful to us, however, we are obliged to relate to these ideas differently. "To engage" our population we

must be aware that there are several factors operating. If we are to reach people in poverty, these factors cannot be overlooked.

1) The existence of reinforced experiences of failure in education and with the educative process.
2) The fear of failing again, even in a protective setting.
3) The need to be assured that successful experiences will occur from the outset of each program-project.
4) The need for immediate recognition and consistent reinforcement of successful experiences.

We must understand that the "gaming" concept, for example, so much a part of the new educational technology materials, is doomed to failure with the poverty population. In the first instance, "gaming" has specific connotative value for the poor. It is a palliative, a "get rich quick" gimmick, something which, even if they work at seriously, they cannot truly take seriously because of the value judgement structures which are operating against them. The poor find it

very difficult to understand, much less believe, that playing games is educational. Games are games, work is work, and learning is learning. That learning is work comes closer to their understanding than gaming is learning. So, at least with this population, the newer methods of educational technology are less applicable, less meaningful as experience.

We do not mean to imply by the foregoing that we should not relate to advanced technology. What we do insist on is that innovation relate meaningfully to those frames of reference within which the poverty population operates. To structure arbitrarily, outside of those parameters, is to invite disaster for the whole idea.

Since we are dealing with television programs, these should be developed within the confines of readable disciplines, and get at some new (or not so new) ideas about how people learn. People learn well in groups because they have the opportunity to draw on each others' experiences, each others' failures, and each others' successes, as has been mentioned before.

We recommend strongly, therefore, the development of materials that are "group structured" on television. Operating on the principle that this element (emotional identification) is a real factor in the learning process.

Given a homogeneous "mix" at the outset, both in the television studio and in the learning (classroom) setting, we can look forward to deeply meaningful experiences occurring, if not significant breakthroughs, in the uses of mass communications for education.

We must also become aware of another fact: the learning "setting" will be unique here. Program enrollee and teacher will find themselves in an environment far removed from almost any available description of an "educational setting" as we have come to know and identify it. This must have some important bearing on how we plan our television support programs, as will be seen later (See Section Eight).

The problem of programming for people living in an urban ghetto is one thing, developing

meaningful program for the rural, isolated poor is another. What we must consider first is the development of those programs which deal with some of the "universal" characteristics of poverty: functional illiteracy...lack of adequate self-image...the problem of indolence...the lack of adequate motivation to effect change. What kinds of programs can we devise to help alleviate these kinds of problems?

The problem of creating programs to overcome functional illiteracy is relatively simple to resolve. Can we do anything at all in the areas of motivation to effect change...or to help the poor recognize the need to have a good image and feeling about themselves, as people who are worthwhile, and who can be contributive, in a broader, social sense? We know that psychologically, it is of no value to <u>tell</u> a person who has lost the motivation to effect any change in his life, or who has no image of himself as a person, that these are bad human conditions to have to live with. We must lead the poor to insights through involvement in some active process in which he can function successfully. That is part of the process of reconstruction, as we see

it, and we can do something about that by creating program structures in which the poor can become involved, equally, with other people. To get at the problem of motivating people to act, to become involved, two program formats can involve and engage him immediately.

"OPEN COMMUNITY FORUM"

Offers the poor the opportunity to become "active participants" in a group setting, in the process of airing the problems of poverty and discussing, with recognized community leadership, the methods, the programs through which to overcome poverty and disadvantage at the community level. In such programs people can give voice to some of their feelings, and through them also, find some stimulus which can, if sustained, affect their lives. Some subject areas might be:

What Can We Do About Inadequate Housing in Our Community?

What Can We Do About The Lack of Adequate Medical Facilities in Our Community?

What Can We Do About Upgrading Education And Improving The Schools In Our Community?

What Can We Do About Eliminating Health Hazards In Our Community?

How Can The Local Community Action Agency Help In Resolving Some Of These Problems In Our Community?

"DIALOGUES FROM THE GHETTO"

Is a program series device which explores each problem in depth. Here the support agencies of the community, the resource agencies of the community can be brought into the conscious world of the poor and disadvantaged, the "operating" world. Here, through such confrontation, the inadequacies, and strengths, of existing support structures can be examined and discussed. The inequities suffered by the poor can be talked about openly. Through such exchanges, we can, hopefully, begin to resolve some of these problems together. Through such experiences we can begin to break through the feelings of helplessness, the tacit acceptance of second class citizenship, another dominant characteristic of large segments of the poverty population. What can we talk about in these dialogues? Some subject areas might be:

How Are We Dealing With The Drop-Out Generation"

What Are Existing Police-Community Relations, Can They Be Improved?

Are The Legal Rights Of The Poor Being Adequately Protected?

How Can We Teach The Poor To Use Their Money Wisely, So That It Goes Farther?

Specialized programs can be produced. A steady stream of these would be of value to the poor and disadvantaged. In most instances, these program ideas should have built into them the possibility of two-way, "on-the-air" communication (open telephone lines which allow for direct questioning from among the target population brought into listening "posts"...panel or group participation of the poor on such programs...etc.).

Special programs could be developed around the following format ideas:

"ART FOR THE FAMILY"

A program idea for Art Education which has, as its

primary objective, the concept that art experience should not be exclusively designed for children, but should include the adult world as well. Such exposure deepens the appreciation of education as a total experience, rather than as a fragmented one. The parent, in other words, who has some insights into the problem-solving experiences of their children can be of meaningful help to the child, because he has not been excluded from those experiences. This kind of involvement can be of significant importance in the unification of the family group.

"SOME VOICES OF WATTS"

Though localized, this program idea is related to one of the most fruitful program efforts which was initiated soon after the riots in Watts (Los Angeles) in August of last year. This program series could present the works of the Watts Writers Group, organized under the direction and guidance of Mr. Budd Schulberg, and now housed in an entity known as "Douglas House". This has become a center for writers-in-residence. This series could take many forms: Poetry Readings...Short Story Read-

ings...Dramatic Presentations. Such a series could offer an exciting production possibility for these new creative artists among the poor.

"KNOW YOUR GANG"

A program study in juvenile delinquency prevention which probes into gang structures. Through such involvement it may be possible to redirect the activity spectrum of gang membership into more socially acceptable channels. Gangs are highly organized segments of our society and affect substantial numbers of American Youth and young adult population. Through such programs, gang members can have the opportunity to look at themselves and their gang. Through such programs certain kinds of tension and fear about authority, and society, may be reduced.

"H-IS FOR HORSE"

A program study in the prevention of Drug Addiction which informs, rather than terrorizes people who may be addicted to drugs, or who may be potential drug users. Few things are as frightening as drug addiction, when viewed in a clear, objective

light, where sympathy and concern take the place of brutality, indifference and unconcern. Through such experiences hope becomes a palpable, real thing, rather than "A Thing With Feathers". Such programs can be produced effectively in conjunction with agencies such as Synanon, or the Half Way Houses of the various Depts. of Correction.

"ENGLISH - THE LANGUAGE OF AMERICA"

A program series in Basic English for the functionally illiterate.

We include in this section the following list of available program materials only to indicate that the resources are vast. Tested materials such as these, may at the outset, be given preference over experimental or original materials, since the agencies will need time to become familiar with the media, and will help get programs launched. Every opportunity should be offered individuals to create new materials, even if "standard" materials are proving to be adequate enough. It is our contention that on those experiences the best kinds of program formats will eventually emerge.

The Role of the Supervisor

Coaching and Developing Subordinates	
Psychological Aspects of Supervision	
Human Relations in Industry	
Planning and Organizing Your Work	
Foremanship Training	How to Lead Discussion
Dynamics of Leadership	Solving Personal Conflicts
Basic Electricity	Basic Mathematics
Beginning Slide Rule	Train for Fire
Safety on the Job	Standard First Air
Creative Selling	Salesman to Salesman
Efficient Reading	Basic Letter Writing
Improving Your Reading	Effective Speaking
Practical English Grammar	How to Listen
Filing your Income Tax	Marketing on the Move
Management Training	Samll Business Management
Office Management	Shorthand
Typing	English Composition
Secretarial Studies	Business Filing

SECTION SEVEN

PROGRAM IDEAS FOR RADIO

It is commonly believed today that radio has become the casualty of advancing technology in modern communications. Certainly, we have heard less and less about the importance of radio broadcasting capability in the past two decades. When we think, or hear about mass communications today, our thoughts automatically turn to television, and somewhere, buried deep in our memories, we recall something of radio.

In a very important sense this "second cousin" to television broadcasting could prove a bonanza for our programming needs in the war against poverty. This is so for two very important reasons. First, it is far less expensive and less complicated than television. Second, there are many more operating facilities available to us. The current comparative figures reveal that there are two times the number of existing educational radio stations as there are educational television stations.

There is another factor we should consider also. There is still, today, a large and devoted radio

listening audience. A substantial portion of that listener group are from lower income areas, largely women. These people have been caught up in the fictitious "life" situations (stories) of equally ephemeral "characters," the reigning "kings and queens" of the soap opera.

Generally though, people miss the immediacy. The dynamism of radio broadcasting. We have forgotten the powerful impact upon people of program series such as "You Are There." There are still many people, however, who recall the evening Mr. Orson Welles "shook up" the whole country with a coast to coast, Mercury Theatre production about some mythical "Martians." Practically every adult can recall the excitement and wonder of "Buck Rogers In the Twenty Fifth Century," a radio series about space exploration, in the true "adventure" spirit. Others, though not too many, will recall the brilliant "Columbia Workshop," and the series of Shakespeare, Ibsen, the Greek Tragedy cycle, stunning productions of Euripidean and Sophoclean drama.

Radio broadcasting has always been a challenging medium for the creative artist. Some of the finest

writers, producers, and actors, this country produced grew up in radio broadcasting, Arch Obler, William Robson, Orson Welles, Norman Corwin, Langston Hughes, among many others.

The fact that there are almost four hundred educational radio stations in the nation today, and that that number is increasing, is an important fact for us. It is part of our responsibility here, to bring to conscious awareness the potential radio broadcasting represents for reaching people, and to describe the need to develop programming access to this important communications capability.

One of the first considerations is economy. Radio broadcasting is less expensive, per broadcast hour, than television could ever become. There is generally a more flexible programming structure to deal with. There is usually more time available in radio than there is with television. These are critical factors.

However, there are certain other problems with radio that we do not face with television. In radio we are dealing with a one dimensional (audio) medium. This means that for certain kinds of program formats it will be a more difficult problem to capture and hold

the interest of our target population. Radio broadcasting of educational materials, for example, places a heavier burden upon the classroom teacher. For the most part, that burden relates more to the problem of maintaining interest and discipline during broadcasts running more than fifteen minutes. We are speaking here solely of purely institutional and educational materials, not programs directed at community involvement, which can be more exciting to a listening group.

While this is a difficult problem there are ways of reducing the intensity of such problems in the classroom. One way lies in the basic design of the program material, and in the accompanying software. Another lies in the design of the environment (classroom) in which these experiences will occur.

One of the research groups in this country that has been operating in this field for some years is at Systems Development Corp., under the direction of Dr. Gerald Newmark. Dr. Newmark and his group have developed a two dimensional system of learning (audio-lingual) which has proven to be of great value in the teaching of foreign languages, on the elementary and secondary school level. This body of research can be

of great value in the development of other programming materials as well, programs directed toward the poverty population. Dr. Newmark's findings and the system he has developed and tested (empirically), FLES (Foreign Language Experimental System), can become important "building blocks" in the development of successful programs in education through radio broadcasting. Moreover, Dr. Newmark has been strongly influential in articulating the need, as well, for innovative environmental changes in education. His "learning laboratories" are unique, and children brought to SDC, from the Santa Monica School System, have shown dramatic progress in this new educational environment.

We also consider the educational environment as critical with regard to radio communication. We have repeatedly stated, throughout this document, that we must be deeply concerned about the settings in which the potential learning experiences we have described will occur. In radio, because of the dimensional limitation, we are more intensely concerned, because the success of the learning experience depends completely upon the levels of

concentration and attention we are able to achieve and maintain throughout the period of each exposure. What we are suggesting is that a double task confronts us. One, the task of creating dynamic listening materials, and two, the problem of achieving and maintaining attention for the whole period of exposure, in a setting conducive to learning.

We feel that in developing acceptable program formats for radio broadcasting, the one variable, reflected best in a description of age levels, is the concentration span of the target population. Programs, therefore, must be specifically designed for each age grouping: the pre-school - the pre-teen - the teenager - and the adult population.

We believe that this is a more serious factor in regard to radio broadcasting because of the total absence of the visual dimension, and because of the total direct appeal to the imagination of the listening group. In transmitting educational materials, certainly, the probability of the environment intruding into the learning situation is very high. In other situations, with television, this becomes negligible as a factor.

One of the more meaningful keys, therefore, to successful experience here is the degree of involvement it is possible to achieve. With radio transmission also, we are supporting the idea of using known "frames of reference" in the development of our programming materials and formats. In mentioning "frames of reference" we should also say a word about language at this juncture. What it is most important to keep in mind is that we do not have any visual image to depend upon for reinforcement. People who have the responsibility for program development, as well as support materials personnel (software) should be aware of the significance of language structures in program planning.

Taking the age groupings mentioned earlier, the programming spectrum could be developed along the following lines, including both innovation (new program formats) and extant program materials.

PRE-SCHOOL

Some excellent programs for children were developed some years ago by Mr. Paul Tripp, in a series entitled "Mr. I-Magination." This challenging series of radio programs could be reviewed, and a substantial

number of them could be acquired at a reasonable cost.

A series of valuable programs could be developed from the Simon & Shuster "Golden Book" series. Some, if not all, of those books for children have already been put onto records, and may be available through the publisher at a reasonable cost.

Some of Leonard Bernstein's "Young People's Concert" recordings, particularly those describing the instruments in his orchestra are exciting introductions to the world of music. These recordings are done with great imagination, and children have always responded well to them.

Some attention ought to be given to the development of a series of programs relating to health habits for children (care of the teeth - bathing - etc.). Any one of many existing series of published materials dealing with these subjects could be useful as a basis for such a recorded series.

PRE-TEEN

What is probably the most critical for this age group is getting a firm foundation in the learning process.

In other words, education, during this period should concentrate on reinforcing those experiences which help children understand the learning process itself. Basically, it is the "learning how to learn" phase of education. It is in this phase of life that the most significant habits are formed, habits which can make the difference between success or failure in education. Those youngsters who are failing by the 5th or 6th grade, it is almost inevitable that they will become the drop-outs of the 7th or 8th grade. It is not difficult to relate successfully to these children, but every attempt should be made to do more than relate, we must rekindle their aspirations to succeed. For the youngster who has made it through the 8th grade, and then drops out of school, the problems are more complicated. A large number of children who "just" made it rarely believe that they had come so far on their own efforts. Often the teacher is to blame for this feeling in children because many play the role of "magnanimous benefactor." So deeply traumatic is this experience for the child that he may never recuperate, never feel worthy, or more significantly, never feel that it was his effort

that brought him success. Too many teachers take all the credit, make the child feel that he didn't really succeed, that he couldn't without his (the teacher's) special consideration.

We need to develop a program which reinforces the idea that a child who has come up to the 6th, 7th, or 8th grade, in elementary school, has succeeded. Such programs can do much in winning the pre, or post elementary school drop-out back to education.

TEEN-AGE

One program area that can play a very important part in establishing a teen-age drop-out's feeling of intrinsic worth is a series on Adolescent Medicine. This is a relatively new area of medical practice, developed originally in Boston, Mass. (Boston General Hospital) and concentrates specifically on the physical problems of "growing up." Such programs could go a long way toward relieving the teen-ager's fears about being "different," and his tensions about facing adult responsibility. Such pilot projects could originate from one or another of the 35 or so Adolescent Medicine Clinics in the country.

"THINK TANK"

is an idea which could be developed into a program series for the gifted teen-ager. This could be a series of programs through which these young people could be challenged by creative, original thinkers from the community. Group-oriented, such a series could interface these youth with such people as Dr. Alan Nevins, of the Huntington Library, in California, Dr. Henry Steele Comager, of Amherst, Robert M. Hutchins, of the Center For The Study Of Democratic Institutions, in Santa Barbara, California, Mr. J. V. Vaughan, Director of the Peace Corps, Ambassador Arthur Goldberg, Chief U. S. Delegate to the United Nations. That is one level of dialogue. Another could be structured on the local community level, with these youth exchanging views with community leadership, examining a wide spectrum of problems which affect youth directly.

The concept of a program idea like this is projected by providing youth the opportunity to challenge the status quo of our institutions and of our social order. Our gifted youth must, in some way, be shown that there does exist a high level of concern about them. What this program series does is engage the thought

processes of youth in a non-threatening and supportive way. It permits youth to share the work experiences of mature and gifted adults, people who have made, and continue to make, some recognizable contribution to mankind. The spectrum of coverage could touch: The Natural Sciences - Education - Space Sciences - Social Sciences - Communications Arts and Technology. This kind of program series is not of the "Youth Wants to Know" variety. It is, rather, another kind of idea, reflecting more of the challenge which creative thinking imposes on the individual. It exposes the disciplines inherent in the creative processes, whether that involvement be in research, the practice of science, or in the more monastic exercises of discipline required for creative expression in writing, music, printing, etc.

ADULT

In planning programming through the radio medium for adults, a pattern, similar to that of television, could be developed. Those would include such things as:

Community Open Line Forum

English For The Foreign Born

Citizenship Education

Basic American History

Training and Orientation for Professional CAA Staff

Training and Orientation For Sub-Professional CAA Staff

One thing remains to be said about radio broadcasting. Of the two radio systems, the FM radio spectrum remains as the most promising for growth and development. The most important reason for this is the fact that only in the FM system is multiplexing possible. This means, simply, that more broadcasting capability and time will become available in the months and years ahead. Because of this broader use of transmission power, more direct broadcasting will become possible, via FM radio.

What must still be worked out satisfactorily, by the manufacturers of equipment (radio receivers), is the development of FM sets which can be sold at prices the poor can afford. The FM multiplexed broadcasting facility requires special reception equipment, and at the moment, it is too expensive. Such companies as RCA and Motorola, are working on this problem, so that resolution will, we are certain, not be far behind.

Once that problem has been successfully overcome, the future does, indeed, appear to hold more promise than ever before for radio transmission.

CONCLUSION

It is clear that we are on the brink of a new era. Communication, as we have come to understand and relate to that phenomenon, takes on a new and deeper implication for the future of mankind. We have dramatically demonstrated our technical superiority, over other nations of the world, in this area through the successful launching and operation of an internationally responsible communications satellite system.

We are now engaged in a series of discussions, at the highest levels of government and industry, over the feasibility of establishing a Domestic Nonprofit Communications Satellite System, similar in concept and design to the already successful Earlybird system.

The next few years will be filled with even greater revelation. We will demonstrate technological competence on a scale hitherto only prophesied by man. Yet, in the face of imminent innovation, it is ironic that we have to plead for the inclusion of this area of expertise in the "massive

assault" on poverty undertaken by the O.E.O. This is the reality which this paper confronts.

We have committed ourselves, in many ways, to the idea that we must provide the best tools, the most effective and penetrating devices, and teach the poor and disadvantaged their best uses. We must do this in order to substantiate those commitments, and bring to fruition the aspiration described so eloquently by Mr. Shriver, before the Congress of the United States, "it is possible to eradicate poverty, nationally in ten years..."

When we are confronted with such a challenge, we must also admit that we will fall far short of that achievement, or its possibility, if we continue to believe, or act as though we believe, that it can be done with our existing capability.

We must now reinforce those beginnings, in-depth thrusts, and make them more compelling than anything we have done in the past, if the foundations we have laid are to endure.

Despite the existence of complex problems with local governmental entities, despite a shortage

of adequate staff in some program areas, an irresistible wave of hope, engendered by the work of this agency, is sweeping over the poor and disenfranchised of the nation. It is critical, to that segment of our population, to keep that hope alive. It is to the advantage of our country to raise that hope to the level of expectation. It is the avowed mission of this agency to provide adequate assistance to the poor and disadvantaged, to assure that that possibility, the broadest of all feasible success, does become a reality.

We must now broaden our own horizons, broaden our existing bases of dialogue with our target population. We need to know more of what the poor can "really do" with opportunity. We need to know more of what the larger community sees as its role in this national responsibility.

We need to know more of what the private industry, and organized labor sectors of the community believe their responsibility is, in the longer-range view. We need to reach out and destroy the isolation in which some of the poor live, by bridging those gaps with life-support lines of communication that are permanent, lasting

demonstrations of man's concern for his fellowman.

All of these are possible to know, and achieve, through mass communications. Without these supports, we condemn that sector of our population to the bleak penumbra of disenchantment, and ourselves to the failure of the "also ran".

EDUCATIONAL TELEVISION STATIONS

A division of

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

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June 13, 1968

Third Report on Programming for the Disadvantaged

Compiled by Michael Hobbs, ETS Staff

Drama for Los Angeles' Spanish-speaking population, consumer education in Houston, more jobs in South Carolina, riots programs in Rochester, and a state wide radio and TV participation in Wisconsin are among the many new programs listed here in ETS' Third Report.

ETS intends to continue to compile and circulate reports about this programming as fast as stations send information to ETS about them. (See also ETS Managers' Memo Report: Program for Disadvantaged Workshop.)

A great deal of programming on ETV stations might be appealing and useful to ghetto residents as it is to others in the community. Though it is not designed as a direct response to the specific needs of the disadvantaged, all the adult education programs on language, arts, auto mechanics, religion, etc., might properly be considered as programs serving ghetto audiences. The scope of this report is limited to programming specifically for and about the disadvantaged and their problems.

It stands to reason an effective immediate answer to that need can come in the stations' regular public affairs programs -- rather than a "crash program" of new production. Also, in the rebroadcast of previous programs which are particularly suitable for the purpose.

There is increasing emphasis on ghetto problems in programs like WTTW's "Chicago Roundtable" and National Educational Television's "News in Perspective" and "Regional Report", and in most of the stations' regular news or interview programs. Many stations have aired or are rebroadcasting the series of programs on "The History of the Negro People" and the NET documentaries like "A Time for Burning", "What is Prejudice", "The Way It Is", "From Protest to Resistance" "Still a Brother", and "Color Us Black."

This is a summary of new initiatives -- direct responses with "special" programming to the challenge of the President's National Advisory Commission on Civil Disorders.

A footnote must be that stations and networks recently found it tragically necessary to program in response to the assassination of Senator Robert F. Kennedy. NET scheduled a 2 1/2 hour memorial program for the Senator June 7, including musical segments from New York's Lincoln Center, Cleveland's Shiloh Baptist Church, and the Los Angeles Philharmonic. A eulogy was read by Theodore Sorensen, and a film shown of an interview with Senator Kennedy by James Day, manager, KQED, San Francisco. A NET Journal on "This Question of Violence" was rushed to completion for showing, June 10. Over the weekend, the EEN and individual stations departed from their regular schedule to rebroadcast past programs which were appropriate in paying tribute to the Senator's memory.

As this report was prepared, the Ford Foundation announced major grants to educational stations and regional networks under the Foundation's Project for New Television Programming.

With this financial aid, WGBH, Boston will produce 20 one-hour dramas on contemporary Negro life. WNDT, New York will produce 39 one-hour programs, "Where It's At," a series exploring the social, cultural and artistic life of Negroes in Harlem, the Bedford-Stuyvesant section of Brooklyn and Newark KLRN, Austin, Texas will broadcast 39 one-hour programs on Mexican-American community affairs. "Cleveland Now" will be an hour-weekly series on plans to revitalize the city, on WVIZ, Cleveland. WQLN, Erie, Pennsylvania will carry 10 one-hour reports and discussion on local housing needs. KUHT, Houston, Texas will produce a consumer education series for low-income residents. KCET, Los Angeles, will produce 70 half-hour programs on the daily drama of life in Spanish-speaking sections of the city. WYES, New Orleans, will broadcast 156 one-hour programs on issues related to the Negro community. In South Carolina, the ETV network will provide 18 half-hour programs of information and education on job opportunities for the unemployed. Several other stations and networks will produce general public affairs series which, while not directed exclusively to "ghetto" problems or populations, may be expected to treat such issues directly from time to time. San Francisco's KQED will revive its 45-minute "Newspaper of the Air." WITF, Hershey, Pennsylvania will produce a series of broadcasts on significant community activites. WJCT, Jacksonville, will air 150 one-hour programs on a news magazine format, treating local and state affairs. The New Hampshire network will produce 34 one-hour news magazine programs for coverage of state and regional issues. The Eastern Educational Network will continue its series of cooperative productions on public affairs and special events coverage (such as those described here.)

Besides cooperative production with regional and national networks, many ETV stations continue to produce and plan for special programming dealing with local community problems, or put local perspective on the national issues involved.

KCET, Los Angeles, has developed plans for two projects aimed at the Negro and Mexican-American communities. First will be "Feedback for

Advancement", a soap opera-type series aimed at Spanish-speaking Angelenos, to introduce "patterns of self-improvement" to them. Another, "Inner-City Festival", which will bring entertainment ranging from the Los Angeles Philharmonic to rock and roll groups into ghetto areas for performances to be broadcast by the station. One of the station's regular "McElroy Reports" (staff community affairs newsman Leo McElroy) focused on ghetto employment with representatives from Green Power, the California Minority Employment Council and Project Outreach.

WETA, Washington, has expanded its TV Job Center program to four nights each week. Also, its series of evening-long Town Meetings on the educational, social, economic and political problems and issues confronting the District of Columbia public schools, and the station's role in the EEN "Help Wanted" program.

In Florida, the Director of Radio and ETV for the Department of Education called a meeting in the state capital of community leaders, station managers from across the state, and members of the State Advisory Board on ETV and Radio, to explore the efforts and prospects for improving the status of deprived citizens and enhancing race relations. The State Department of Education will provide video tape for programs -- and subsidies for TV and radio production costs -- which concentrate on the problems and solutions that are being attempted, rather than paying excessive attention to violence.

In New Orleans, WYES broadcast "An End To Talk", a panel on race relations. It provided participation by a large studio audience, and home viewing audience (by telephone). Moderated by a Louisiana jurist, the discussion turned out to be lively and candid. The panel included a law professor, a Negro dentist, and "an angry unemployed black man, a powerful white shipbuilder, and a top Labor Department official," according to the local newspaper.

In Boston, the night that Martin Luther King, Jr. was assassinated, soul rock singer James Brown and "The Flames" were booked at the Boston Garden, and 15,000 black youngsters were expected to show up (as reported by WGBH's Hartford Gunn at the April 21, ETS Day meeting). Mayor Kevin White (who is white), and Councilman Tom Atkins (who is Negro) were concerned that either a cancellation of the event or a performance as scheduled might compound problems. At the Mayor's request, WGBH (the only station that could send an all-black crew to cover the event) broadcast the performance live, repeated it later the same night, and the following night. White, Atkins and Brown appealed to the viewers to stay home, and the program is credited with helping to control a potentially disastrous situation.

Beginning later this month, WGBH will broadcast its own weekly "black magazine" (repeated once each week). "Say, Brother" will include news of the ghetto, features on black people and activities, a forum for Negro opinion, and a showcase for black artists, performers and entertainers. The production office will be located in Boston's Roxbury ghetto, and people working on the

program will be residents of the area. For a second time, the station has televised live a neighborhood meeting of the Boston School Committee from a high school in the ghetto, and will televise a third from another location this week. Earlier this month, "Volunteer--Why Bother?" showed how young people are trying to do what M. I. T. Professor Jerome Lettvin urged last fall on "Lettvin Tuned In" when he forcefully told his audience to "reach out", not "drop out." WGBH's monthly "Law Enforcement and Criminal Justice" continues, with participation by over 400 law enforcement agencies in New England, through a telephone feed-back system and the cooperation of 16 television stations in the region.

WXXI, Rochester, New York, will broadcast "In Our Time: Riots and their Causes", the first in a series with Paul H. Douglas, former Democratic senator from Illinois and chairman of the President's Commission on Urban Problems. Other New York State stations have co-produced and broadcast the EEN specials - "Help Wanted" (WNED), "Talking Black" (WNDT), and "The Visual Generation" (WCNY).

WBGU, Bowling Green, Ohio, produced a half-hour film, in cooperation with the Ohio Department of Education, Division of Federal Assistance on the education of the children of migrant workers.

In Pennsylvania, WHYY (Philadelphia) cooperated on the production of EEN's "Help Wanted", and WITF (Hershey) and WQED (Pittsburgh) worked on "The Visual Generation."

In Texas, KUHT (Houston) devoted one session of a monthly discussion program to "Racial Understanding in Houston" (reported by KUHT's Phil Zimmerman at April 21, ETS meeting). The station manager and the mayor of the city were with the editor of the Houston Chronicle, a black minister, a young black militant, a Negro state legislator, and a viewing audience that kept five telephone lines operating at capacity for three and one-half hours. A second program ran longer. A commercial station in Houston followed KUHT's example, with similar results.

KYVE, Yakima, Washington, has started a TV job program.

KDPS, Des Moines, Iowa, is reevaluating their earlier jobs program which ran into unexpected difficulties.

Probably the most ambitious special project at the statewide ETV level was the week-long effort by the University of Wisconsin extension division (reported in the planning stages in the first Addena to "Report on ETV in the Ghetto.") During the week of April 29 - May 3, WMVS-TV, Milwaukee, WHA-TV, Madison, and the state's 11-station educational FM radio network, and even some volunteer commercial AM stations, broadcast programs in prime evening time running up to two and one-half hours a night under the heading, "The Inner City." Panels attacked problems of housing, education, business community relations, the

"generation gap", and the "establishment", in Milwaukee's "inner core" black ghetto. The participating FM network devoted half of its programming to inner-core problems, "Our Neighbor: The Rat", "A Day In School", "The Anatomy of a Gyp", "Jobs to Work At", and "The People and the Police". This effort received widespread press coverage in the state, and generated unprecedented public discussion and viewer response.

National Educational Television has reaffirmed its commitment to programming on civil rights and civil unrest, as reported to the network's affiliates in April by NET President John F. White. (Mr. White's remarks were reprinted in part as an editorial in TV Guide, with the editor's hope that his words would "reach all broadcasters and all the millions of Americans who are influenced by their programs.)

Dramatic evidence is NET's "Black Journal", a monthly broadcast magazine by, for and about black Americans, which premiered June 12. In the first program, Negro seniors at Harvard College comment on the Black Power movement, Vietnam, the draft and their future careers. This is compared with the views of Negroes at Morehouse and Spellman Colleges in Atlanta. Reporters will visit Harlem Prep in New York City, to see how black history classes differ from conventional American history, and comic Godfrey Cambridge joins Chicago's Second City Troupe to present a satire called "It's In To Be Black". Also planned is a report on a late breaking national news story and a review of the Negro press.

For the coming year, NET Journal plans programs on the rural poor in Appalachia, violence in the United States, the psychological conditioning of Negro children to advancement, and life of the Puerto Rican in American cities. Debates on national issues; consumer education, "Your Dollar's Worth"; "News in Perspective"; and "Regional Report" may be expected to continue their attention to what are identified as "urban problems". Research is being conducted for possible new public affairs programs on urban affairs and the American economy.

PBL has given major attention to issues of civil rights and urban crisis. Program segments include a discussion-confrontation between ordinary white and Negro citizens in Chicago; exploration of urban problems with Urban League director Whitney Young; an illustrative report on the conclusions of the President's Commission on Rural Poverty; and a first-person report on a Negro GI returning from Vietnam and his conflict between providing for his family and joining the black power cause. One complete program attempted to humanize the points made in the Kerner Commission Report -- visiting a Harlem family, and injecting music and other cultural material into a socially-oriented treatment of the report. (One of the program segments, "Crisis in the Cities", won this year's television Emmy Award.)

Another of PBL's first programs was devoted to inter-city discussion and reports on problems in police-community relations. Dr. Martin Luther King gave PBL access to himself and to his work that was to have been the basis for a special report on the "Poor People's March" on Washington. Instead, it became

a eulogy to Dr. King as reported in the first addenda to "ETV in the Ghetto".

As reported by Av Westin at the NET meetings in April, PBL began this spring to experiment with some of the stations to use PBL material as the core of locally produced broadcasts about community problems. Six stations have received a print of an expanded version of the PBL report about the O. I. C. job training for Negroes in ghetto areas. It's hoped stations can launch an effort to supplement the PBL material with a locally produced program.

Problems and solutions to hard-core unemployment in the United States were probed on "Help Wanted," this month on two dozen stations of the Eastern Educational Network with an audience potential of 33 million viewers. A teenager (who is currently serving on the Security Patrol at Resurrection City), a man with a police record in his later 20's and one over 45 related their experiences in trying, and failing, to obtain work. They participated in a live, inter-city discussion with three representatives of the National Alliance of Businessmen's JOBS program. The program presented a realistic picture of the hard-core unemployed, and found out what business is doing to alleveate the condition. The 90-minute broadcast was produced for EEN by WETA, Washington, D. C., (with assistance from WHYY, Philadelphia, and WNED, Buffalo) through a special grant from the Carnegie Corporation.

Another EEN broadcast (90 minutes) featured teenagers from six metropolitan areas producing their own visual commentary on the cultural activities of inner-city teenagers. "The Visual Generation" included the arts and documentaries, and analysis of the films by the teenagers who talk about their work with professionals. There was a drama on Negro life in Syracuse (WCNY) produced by Youth Opportunity Unlimited; a color sound film about a teenager who becomes a drug addict filmed by Mobilization for Youth (WNDT, New York); a concert by the Oliver High School Entertainers in Pittsburgh (WQED); a photographic essay on a Negro Ghetto in Allentown (WITF), a documentary on rural poverty by teenagers from Orono, Maine (WMEB), and a film by the Mission Rebels showing the work of San Francisco's (KQED) Performing Arts Workshop. The program was produced for EEN by WCNY, Syracuse, with assistance from the other stations mentioned.

On June 26, another ninety-minute special on EEN ("Talking Black") will discuss the cultural and social aspects of the ghetto -- the cultural ties that do or do not bind blacks in America's cities. Negro reporters in New York City (WNDT), Boston, (WGBH) and Pittsburgh (WQED) will show filmed reports on the cultural institutions in Harlem, Roxbury and the Hill, and will join in a discussion of their interrelationships.

Perhaps the first nationwide instructional TV project to date on this subject has been "One Nation Indivisible?". It's a series of eight programs for teachers and for junior and senior high school students across the country in racial conflict in the U. S. WGBH, Boston, cooperated with the Education Development Center in Newton, Massachusetts, to produce three special programs for teachers, preparatory to the five-day student programs that followed. The student series included

highlights from some of NET's most widely-praised documentaries, and civil rights documentaries produced by commercial networks. It was financed primarily by the Ford Foundation and administered by the Education Development Center, and the programs were seen across the country on NET, during a ten-day period last month.

In May, the NAEB conducted a working conference on "Communication Technology and the People Left Behind," with primary concentration on rural poverty. The first of a series which will explore the application of communication technology to societal problems, this conference brought together sociologists, educational broadcasters, educational administrators, and government officials to develop awareness, techniques, and recommendations for approaches to deal with the needs of the rural deprived.

Later, NAEB announced the formation of two national committees to examine the role of educational broadcasting regarding programming and employment practices for minority groups. Both committees will report their findings and make recommendations to the NAEB Board of Directors, which will report to the full NAEB membership.

ETV interests will be represented at meetings relating to these problems:

U. S. Community Relations Service Media Seminar, June 21-23, Aspen, Colorado;

George Washington University Urban Problems Seminar, June 19-21, Warrenton, Virginia;

NEA on May 6 conducted one-day conference in Washington on media and the urban problems, as they relate to education.

Reports on these and other meetings will be sent to you as they are compiled.

ADDRESS TO THE SEVENTH ANNUAL COLLEGE CONFERENCE OF THE INTERNATIONAL RADIO AND TELEVISION SOCIETY

April 19, 1968, Roosevelt Hotel, New York City

"EDUCATIONAL/PUBLIC BROADCASTING: UNIVERSAL, UNIQUE, UNIVERSITY"

by

Dr. Robert L. Hilliard

(For identification purposes: Chief, Educational Broadcasting Branch, Federal Communications Commission; Chairman, Federal Interagency Broadcast Committee; Executive Vice-chairman, FCC Committee for the Full Development of the Instructional Television Fixed Service.

The comments in this paper are Dr. Hilliard's own as a private individual and do not necessarily reflect the endorsement or approval of the Federal Communications Commission, the Federal Interagency Broadcast Committee, the Committee for the Full Development of the Instructional Television Fixed Service or any other federal office.)

Inner-city : pp 10-20.

I'd like to talk with you today about several topics that are important to all of us, ones that we have been thinking about, but which some of you, perhaps because you are away from the Washington forums--and catacombs--may not have had much of a chance to discuss publicly. I do wish to make it clear that what I say will be my personal comments and does not reflect endorsement or approval by the FCC or the Federal Interagency Broadcast Committee.

With all of your reading and discussing of the Public Broadcasting Act and the Corporation for Public Broadcasting, I wonder if you have had the chance to relate this new development in American communications to your own stations, to your own operations, to yourselves? What does the Corporation's purposes mean in terms of your educational radio station, for example--whether it is 10 watts or 50,000 watts.

The Corporation for Public Broadcasting, in my mind, should not and will not be a superagency hidden in that never-never land across the Potomac River, creating new communications clothes for 200 million emperors. It will have to deal with very real needs--and very real resources. You are part of those resources. The Corporation for Public Broadcasting is not going to revolutionize broadcasting, it is not going to replace what we now have. What it is going to do is to provide the wherewithal to make educational broadcasting more meaningful, to permit it to provide the services in full breadth and depth that heretofore have been limited by inadequate funds.

I expect that most of you here will agree with me when I say that communications--the effective use of radio and television--can play the most significant role in the progress and, perhaps, even the survival of mankind today. What we have not yet arrived at agreement on are the issues that are most important to this survival and progress, and the specific ways in which television and radio can and must be used to achieve our goals.

We are faced with two great crises today: peace abroad, and the inner-city ghettos at home. On an international level it is essential that we strengthen our communications with all people, to help them to understand our purposes, needs and desires and, at the same time, to learn from them, to better understand their purposes, needs and desires. Obviously, not too many of us can do this individually, first-hand. Radio and television provide the most effective means in our current socio-technological orientation for doing this. The Corporation for Public Broadcasting can be a catalyst and a prime mover in such an effort.

At home we continue to lack effective communication with the inner-cities. Television and radio remain our primary hope for being able to reach into and out of the ghettos and into and out of the suburbs with information, education, motivation and stimulation that have not yet been successfully communicated in any other way.

Although, during the disorders of the last several weeks, many commercial as well as educational television and radio stations did

excellent jobs in using the airwaves to establish a bridge of communication between the inner- and outer-cities, the structure of commercial broadcasting makes consistent, flexible devotion of large time segments to this problem not very likely. The Corporation for Public Broadcasting is in a position to make a most significant contribution to the achievement of domestic peace and justice through educational and radio stations.

The Corporation is in a position to serve the needs of other large--and small--groups of citizens similarly. There has yet to be effective communication between the mainstream of society and the small farmer, the Mexican-American and other Spanish speaking minorities in rural as well as urban settings, the American Indian, the Appalachian population and similarly geographically and economically isolated communities throughout the country. Radio and television provide the most accessible means of communication for letting the larger society know of the needs and problems of these peoples, and for providing these people with the information, education and motivation to help them move toward a greater fulfillment of their individual potentials.

The broad problems of the country, such as water pollution and air pollution, can be discussed, clarified and investigated through public broadcasting. Through the Corporation, public broadcasting can provide special service to the consumer in such things as food purchases, home improvement practices and credit purchases. It can help people on all strata with information and assistance on job

training, job opportunities and job placement. It can be of special help to municipal, state regional and national safety and service organizations, as in the training of officers and lineup identification for law enforcement agencies, and briefings and training for fire departments without requiring travel time and temporary staff depletion at a given fire station. The same kind of services can be provided in medical, sanitation, legal and other service fields. And, in another vein, what about the hobby and vocational needs of millions of people.

We should not forget, either, the professions and the business world. For example, too few people know of the role and function of much of our business community, and just as people can be brought closer to the operations of Wall Street, Wall Street can be brought closer to the people. Concomitantly, the role of labor, and union functions and services can be clarified.

Although you younger people here are, I'm sure, more familiar with one kind of "happening" than I am, there are certain kinds of happenings--the critical events continually occuring in this constantly moving and changing world--that even those of us over the magic age of 30 are vitally interested in. The Corporation can help bring to the public such happenings in a manner too rarely done by broadcasting at the present time, including events that might have special pertinence to specialized groups rather than to vast audiences.

The Corporation can also do much to help radio and television raise the sights of our most precious resource--our children. There have been fewer than a handful of continuing programs in the history of the media that have challenged the full potential of the child viewer, perhaps especially the child of pre-school years. Keep in mind that the average two years old watches about twenty hours of television a week, and that by the time a person has graduated from high school he has spent about 10,800 hours in the classroom and about 15,000 hours watching television.

One of the significant contributions the Corporation can make is in the area of the arts and culture. That is not to say that public broadcasting should compete with the entertainment of commercial broadcasting. Being entertaining and providing entertainment are not necessarily the same things. What the Corporation can help public television do is to finally stimulate television to realize its own artistic potential and to present art and cultural events in terms of the medium's own special techniques and facilities--and not merely as photographed reproductions of a stage performance, interspersed with commercial messages. The Corporation can help stations develop television approaches to dance, art, music and drama, among others, that not only retain the contributions of the creative and interpretive artists as they might be experienced live, but can enhance them in terms of the medium's special potentials.

Even in education, formal and informal, where educational broadcasting is reputed to have made a significant impact, there is a

considerable lack. Television and radio have not functioned in education as the pervasive media they are.

Instead of fully utilizing the aural and visual--as opposed to print--orientation of children today, and making the experience of learning more meaningful, more vital and more stimulating to the school child, the media have been used primarily as adjunctive tools to support methods of teaching that are outmoded and ineffective. The Corporation is in a position to help the media become more dynamic and contributive partners to education, and to stimulate the kinds of research and training now lacking in many fields, in international as well as in domestic education.

In addition, the Corporation is authorized to establish a library and archives, to publish a journal as well as use other means of informing the public, to keep the field abreast of new social and technological advances through research and demonstrations, and to arrange for the training of new personnel, so necessary to keep the field vital and alive. All this suggests a broad function which goes beyond facilities, beyond programming, and toward the establishment of public broadcasting as an integral part of the total fabric of society.

The Corporation will not have to start from scratch. It already has a good beginning--in the more than 160 ETV stations and more than 360 educational radio stations on the air. Because we have had 15 years experience with educational television and more than 45 years

experience with educational radio, the Corporation will not have to reinvent the wheel. It will be able to draw upon those who already have the knowledge of resources, the understanding of audience needs and the awareness of what has already been done in the public broadcasting field to move ahead to more significant contributions.

One of the first major tasks of the Corporation should therefore be to establish effective liaison with all existing organizations that have been working in the educational broadcasting field. By serving as a catalyst for these organizations, the Corporation will be able to coordinate efforts that can multiply the independent contributions and impact of public broadcasting today, and at the same time provide the Corporation with the cooperation and base for helping the field grow as a whole. The Corporation should work closely with the individual existing stations, too, evaluating each one's past contributions and it's future potentials. In many instances the Corporation should provide support without direction to stations and organizations ready to move ahead; in other instances, it should provide guidance and coordination; and in still other instances it should be up to the Corporation to initiate and carry out a given project or purpose.

The Corporation should also obtain the support and cooperation of many non-broadcasting organizations such as labor unions, management and industry associations, women's clubs, men's social and civic groups and, in fact, all citizen's organizations whose interest in the welfare and progress of their country make their interest in the successful

development of public broadcasting a vital one.

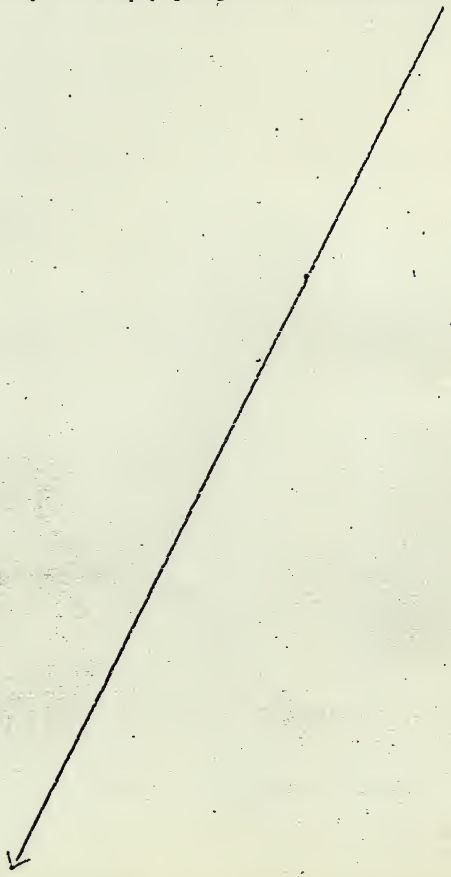
Although I do not want to talk with you today about the actual operations, structure or fundings of the Corporation, I think you have gathered from what I have said that I believe the Corporation will require a highly experienced, talented and diversified staff in many areas. With a strong Board of Directors already appointed, and with the subsequent appointment of a strong President who can coordinate and at the same time provide freedom of judgment and operation for his top level staff, I see the Corporation with Vice Presidents in several critical areas, such as a Vice President for Coordination and Liaison with existing broadcasting and citizen organizations; a Vice President for Education to deal with educational institutions and organizations and with all forms of educational materials; a Vice President for Interconnection and Systems; a Vice President for Programming.

Now, let us suppose that the Corporation is in operation and ready to move along these or similar lines.

Are you--are your educational stations ready to move along with it? Have you reached, in your community, the highest excellence you can as an educational station?

Or have you been satisfied to develop second or fourth or six-rate commercial-type stations? And you know, there are a few here and there--educational stations that attempt to copy the formats and programming of the commercial radio stations. And because they don't have

the experience, the resources, the money, and the developed talent--not yet, anyway--as the professionals do, they wind up as second and fourth and sixth-raters, trying to compete where they cannot, and not fulfilling their role and first rate capabilities where they can. They should be ready to become an active part of public broadcasting, or they are simply going to be left behind.



And this leads us directly into the second thing I want to talk with you about today. The pertinence of your station to what is going on in the world about you. The service of your station to the public interest in terms of what the critical interests of your country are at this time.

The black child is put into the classroom surrounded by print materials that he cannot read, given tasks that he cannot do and that have little meaning to his real world, and talked at by white faces in suits and ties that drive out of the ghetto in cars every afternoon to a different society. These are conditions of Kafkaesque terror for any child; they are unreal, they have no positive meaning, and it is incredible that anybody can be expected to learn anything under them.

It is no accident that in 1967 the U.S. Commission on Civil Rights reported that not a single compensatory educational program in the United States has been successful.

All children, today, including and maybe especially the ghetto child, live in an aural and visual world. Yet, virtually every education program in the country is rooted in the print world of fifty years ago. How can we expect any child to learn when we continue to use nineteenth century methods and techniques to try to solve the education problems that are part of the twentieth century revolutions of energy, transportation and--especially--communications?

The same is true for the adult in the inner-city. There has been no meaningful communication.

The black man is put into a ghetto. He is surrounded by visible and invisible barriers that are blank and threatening with no free access to the outside world. He is given promises that are not kept, projects that are temporary make-work with no true relationship to his and his family's future, organizations that result only in talk, people who come from a world of jobs and home and travel mobility that is totally unrelated and barely understanding of the reality of the black ghetto. Here is the same Kafkaesque world.

I know you have heard much and read much about the inner-city and communications in recent weeks. And perhaps you feel inclined to turn me off. However, having been making speeches on this for the past three years, and observing that we don't do anything about it until one or more cities began to burn, I am inclined to keep on talking--in the belief that it is better to try to solve these problems with communication rather than with matches.

The March, 1968 Report of the National Advisory Commission on Civil Disorders goes further than any other national official statement on the problem. It concentrated on the providing of programs of special interest to the ghetto, and on representing more objectively the needs and actions of the ghetto to the population as a whole. It also suggested increased racial integration in the field of broadcasting. Its recommendations relate to a <u>part</u> of the total problem and potential: toward improving the reportorial aspects of the media, toward <u>telling about</u>, the inner-city. I believe we should go beyond

this. We must use television and radio to enable the ghetto itself to communicate with the outside world, to "tell it like it is." We must use the media to affect the thoughts and feelings of white America in a positive way to forward the principles of democracy and humanity. We must have increased and more imaginative use of radio and television to provide urgently needed upgraded formal education for children and formal and informal education and training for adults. We must exploit radio and television's subjective, psychological non-content effect on both the inner-city and outer-city resident. The Commission on Civil Disorders does well, I think, in its evaluation of the media as information carriers.

However, the media change not only the content, but the entire behavior and learning and growth patterns of our children and even of adults. The child entering school who has watched TV--even non-selectivity--is much better informed, all other things being equal, then the child who hasn't watched TV. (A child has watched some three to four thousand hours of TV by the time he has entered the first grade.) But information is the least important of it. More important is the child's special awareness of visual observation and learning, his abilities to relate non-immediate, mediated experiences to live experiences /and to print description, his openness to the utilization of media for learning development as well as being able to sit--maybe rightfully impatiently and uncomfortably--at the other end of the educational log.

As already noted, by the time today's child will have graduated from high school he will have spent about 15,000 hours in front of the television set and some 10,800 hours in the classroom. Television is a primary medium of communication reception for him.

Look at some of the photographs of last summer's riots. Think back to some of the TV news films. Did you see any of the teenagers or the adults reading newspapers or books while violence was all around them? You did see many, however, with transistor radios pressed up against an ear. Radio is a primary medium of communication reception for them.

What this means is that television and radio are not just tools divorced from teaching and informing and learning and reacting, but are part of the entire process. What this means is that if we do wish to do anything about ghetto education and ghetto problems we had better revolutionize our entire approach to teaching and learning and to public communication.

The child in the ghetto says he doesn't find anything interesting in school. What he means is that he's bored because he can't read the book used as the core of instruction. We cannot teach him to read the book as we might teach children who have not suffered the psychologically destructive, deprived backgrounds of many of these children. We must first reach this child to motivate him toward the personal worth and confidence that will give him a base for being willing to learn. We must use those means to reach him to which he is already tuned in: radio

and television. To continue to push print as the primary approach is to continue to create an ever concentric circle of stone walls surrounding the child.

Outside of school the ghetto child thinks, uses his mind. Inside the classroom he is being shut off from the world. Television and radio can bring that world in. We must use the mass media not only to provide motivation through visual and aural action--rather than through non-meaningful (to that child) print symbols--but we must use the mass media to provide a socializing situation for the child, to make the real world a part of the classroom, to provide the problems of the real world as the learning problem; the solutions learned--or at least the understanding obtained--is what constitutes education. Information regurgitated on examinations is not education.

One new hopeful approach to reaching the ghetto child is the recently announced Children's Television Workshop, with an anticipated budget of $8 million provided by the government and foundations. Yet, even here the announced plans indicate that the approach will be to produce programs (26 one-hour shows), of an information-education nature, designed to provide what the children would have gotten in the classroom if classrooms were available.

Too many TV projects have already concentrated on the information-education approach, when what is first needed by the inner-city child is motivation, self-understanding, and ego-building identification with one's background and immediate self.

Virtually all of the attempts up to now have also been couched in the traditional TV program form, not designed to meet the real orientation and needs of the inner-city child: we need not teaching, but experiential learning; not information, but self-discovery and self-esteem.

Outside of the school that child thinks, uses his mind. The child in the ghetto, just to survive, must make meaningful, effective judgments and decisions every moment of the day--and night. And this takes a kind of intelligence that most of us have not had to exercise. When talking about survival in the ghetto, it is not like the experience of most of our children playing in the back yard. It is an experience usually lacking the guidance of an adult. It requires an intelligence of a high practical order that is not reflected in the verbal oriented-cultural achievement evaluations we call IQ tests. It is the kind of ability many industry people say they are looking for, but somehow have not yet really provided opportunities for.

The intelligence and potential are clearly there. They must be motivated and matured through communications and education. They must be communicated with and given an opportunity to communicate.

What is true for the child in the classroom is, by projection, true for the adult in the apartment house or on the block. We have learned that the old ways do not work. The traditional methods of communicating with adults have failed again and again, in Bedford-Stuyvesant, in Harlem, in Watts, in Detroit, in Newark, in Milwaukee,

in Washington, in Baltimore, in Chicago, in every community in which we have attempted to bring opportunity to those people who have been not only shut off from opportunity, but who have been forcibly pushed further into a pit of despair or fiery resentment or both.

The first task is not to organize a group to discuss housing problems, or to set up an employment opportunity office, or to bring in a task force of expert teachers to help children learn how to read.

The first task is to make a dent in the curtain of hopelessness that has been pulled down over every black child and adult, every black family, every black community that has been ghettoized into economic and cultural poverty.

The first task is to try to restore to each of these persons a sense of pride, of worth, of self-esteem. To try to bring some bit of reality to the dream--not deferred for these people, but shattered--that there is some hope for their children, if not for themselves.

Radio and television are the primary means of communication these people have with the outside world, and must be given the primary emphasis in any inner-city plan.

Thus far, however, there seems to be a reluctance to discuss television and radio in terms of the total impact they might make on and for the ghetto and on and for the white non-ghetto society. The emphasis has generally been only on the media's limited functions as informational, reportorial tools. Television and radio's potential, if truly realized, would be revolutionary and force reorientation not

only of the people directly affected, but in the organization, techniques, skills and even jobs of the media-sociologist-political scientist-government workers who are now spending time and making out reports and assessing their generally continuing failures in the inner-cities. Even if the apple cart is rotted through, it seems to be easier not to upset it!

The most important means of communications for the ghetto is not television. Who, after working 12 and 16 hours per day, or facing the destructive tedium of futile job-hunting, or fighting the moment to moment horrors of hunger and disease and vermin can be expected to give up Bonanza or the Beverly Hillbillies to watch even the most self-serving public interest programming at prime time. However, even in poverty areas, transistor radios glued to the ears of the youth and close by the adult are in proliferation. Radio is the most immediate, direct and effective way of reaching the people in the ghetto in terms of their own communications orientation.

A recent Trendex survey stated that more people listen to radio in the course of an average week than watch TV. But the purposes of inner-city radio stations are not, as presently constituted, necessarily oriented toward solving the ghetto's problems. A broadcasting journal recently titled an article as follows: "All-News, All-Music, All-Ghetto Radio is a Success"; and then, for fuller explanation: "Special interest broadcasting--a nearly sure-fire method for getting a fat slice of the pie."

What is needed are radio stations that can provide the kinds of materials and services that were presented by so many stations during the disorders of recent weeks. Like WRVR's instant eastern 16-station radio network that made direct contact into the ghetto and, through phones, from the ghetto residents; like WLIB's inclusion of the ghetto itself in its extended air time to establish honest communication rather than violent confrontation. We need air time flexible enough to permit not programs as such, but conversations, ideas, questions and answers, aural demonstrations, counseling, exhortation, concrete and abstract sound stimulation, and other kinds of content and non-content motivation (all of which may include participation, in and out of the studio or broadcast point, of the listeners).

The key word, again, is "communications," not "programming." The same approach holds true for television.

I am not suggesting that the informational-reportorial functions should be ignored. On the contrary, they have distinct, significant roles to play as essential parts of the total picture. What I am saying is that communications should not be limited to informing-reporting, as seems to be the case in recommendations, discussions and actions thus far. The burden seems to have been placed largely on broadcast stations, especially commercial stations, for the production of such programs and materials, and though the stations and networks should not be relieved of such responsibility, neither should they be expected to carry the total communications load--nor would it

be a fulfillment of the inner-city needs or the potentials of radio and television to limit their use in this way. The telling has got to go beyond telling and into the doing.

Though I have concentrated here on communication into the ghetto and within the ghetto, I am not ignoring the other need--communication from the ghetto, communication into the suburbs.

In my own mind I have no doubt that the daily and nightly electronic visions about all those families with pleasant homes and nice cars and well-dressed and well-fed kids makes a man very uncheerful about the two rooms his family shares with the rats. What we have said, in effect, is that television has shown the ghetto man, woman and child the suburban promised land; shouldn't television go on from there and help them to reach that land?

And there's the rub! The Report of the National Advisory Commission on Civil Disorders indicates that the educated black man is at least as angry and at least as ready to go along with violence as is the less well educated person precisely because he has made the educational hurdle and is still barred from the economic promised land.

So, it is not enough for television to educate the disadvantage. If domestic peace and justice are to be achieved, will television not also have to educate the rest of us to accept the practice of what we preach?

We must educate the ghettos, yes, but we must also educate the suburbs. The people on the outside of the ghettos who still practice

a TV kind of paternalism. How long do you think society can keep saying: "Look---but don't touch!?

We are talking about television and radio; and we are all of us tuned in. The Bible says that the child is father to the man. Freud said that what a man will be is determined by the time he is three years old. And the latest statistics say that two-year olds spend about 20 hours per week watching television.

We--all of us--need the education that television and radio can provide. Just as we want the people inside the ghetto to learn, those of us outside of it have also got to be ready to learn. For the many of us who have been emotionally raised in a world of platitudinous beliefs and verbal rationalizations it isn't going to be easy. But in realistic terms, for those who can't see it from any other point of view, I suspect that it beats having to choose between hiding out forever in the crab grass or risking a hole in the head to visit the art museum in the center of the city.

(I am not limiting these uses of TV and radio to the inner-city black ghettos. It is urgent that we use communications similarly to serve the needs of the Spanish speaking ghettos in the cities, of the barrios in the southwest, of the rural Mexican-American population, of the American Indians, of all the minority groups that have been excluded from the mainstream of American society and have lost communication with it.)

And all this comes right down to you and to your educational stations. Are you part of the mainstream of your society, or is your station and your work peripheral to society? Is your contribution as broadcasters to the world you live in of consequence, of real importance?

I know what your stations are doing. I know their positive contributions--and I know their lacks. I know how hard you are trying. And I know that this college generation is the most vital one in thirty years--you have played an important role in affecting world history: in the issue of peace or war, in international relations, and in domestic and world politics. So I know that where your contributions as broadcasters are peripheral it is not because this college generation, as a group, is alienated or incapable.

Communications--and many of you as individuals--have been the victims of the cultural lag of the universities of this country that by and large are dedicated either to the 16th century or to the anti-cultural materialism that bypasses people and emotions and intellectual choice for the nuts and bolts primary of test tubes and atom-splitting machines.

And this is the third and final discussion topic I want to discuss with you here today. A topic for your thinking and discussion and, hopefully, action, in the days and months and years ahead. A discussion topic that, when you get right down to it, may be more basic and important than all others to your own preparation for the media field,

to the future of the industry, and, in the real and large sense, to the survival and progress of our country and of the world.

By and large, communications are just emerging, just beginning to reach the threshold of a worldwide explosion. There are a number of good departments and schools of communication in the colleges and universities of this country. There are some 150 institutions of higher education that offer degrees in one or more phases of broadcast communications. Many of you are enrolled in some of these good departments.

But there is not, in this country, or anywhere in the world, a single center that offers to you, to the communications industry, to government, both domestic and foreign, to education, to the professions, to all the varied fields and areas needing communications expertise, the kind of communications training, experiences and services most vitally needed in the world today.

Let me review for you some of these needs:

International Service: There is a stress on communications throughout the world, the sending of people from many countries to study in the United States, the dispersal of these people to various colleges and universities, and the lack of a comprehensive program to serve all the needs of these people at any given institution.

Socio-political needs: There is increasing use of communications media, particularly television and radio, but including theatre and print, and certainly advertising and public relations techniques, in

poverty areas and in the inner-city ghetto projects, as I have previously shown. Yet, there is no place where social and political scientists can be trained to utilize the communications media effectively in the situations in which they are and will be working.

Industry: Management and industry over the past decade have been the leaders not only in using sophisticated communications media in their operations: production, distribution, sales, administration--but, as well, in their actual training programs. There is no substantial central source for industry communications training, research, experimentation, development of new techniques, conference center or convention service planning and facilities.

Federal Government Agencies have begun to make more and more use of communications. The Civil Service Commission recently established a new Bureau of Training, including a Division of Training Technology, which will set up and conduct training programs using educational communications, for government personnel.

The Federal Interagency Broadcast Committee (consisting of thirty-one federal agencies) concentrates on cooperative programs and information exchange, including grants/contracts techniques, production approaches, and bibliographic storage, retrieval and distribution in all audio and visual areas. It has no central source for research, informal training, formal course work, experimentation and application, or consultation in these areas. Many agencies are engaged in providing trained people in instructional communications, domestically

and internationally. The Peace Corps, AID, OEO and other agencies use colleges and universities all over the country to educate teachers, administrators, technicians, artists, public relations personnel and others in the meanings and use of educational communications. In many instances the trainees spend time at several universities: one for language; another for political-social-economic concepts of the given country; another for communications. It is estimated that the federal government spent about $20 million in 1966 for the production of film, audio visual, television and radio materials. Government agencies also spend considerable amounts of money for workshops, research, training on undergraduate and graduate levels, and conferences in the communications field. In addition, the work of the President's Task Force on Telecommunications, the Public Broadcasting Act, including the establishment of the Corporation for Public Broadcasting, and other such activities, suggest the need for a multi-resource center.

State and local governments have also made increased use of communications to provide educational and municipal services. There is the lack of a cadre in this field, and there is sometimes prohibitive expense in procuring and maintaining high calibre personnel in such positions. Much state and local work is liaison with the federal government. There is at the present time no central source to which state and local governments may go for such a service in the field of communications.

Nongovernmental Organizations, such as the Public Broadcasting Laboratory, EDUCOM, and the National Citizens Committee for Public

Television , could benefit from a high quality center which could provide production coordination, liaison, guidance, research, consulting, training, and so forth.

Many specialized fields have begun to stress communications in their operations. Religious organizations, medicine, law, nursing and similar professional areas have all made use of communications and, generally, are not in a position to develop their own training and consultation centers.

There is no doubt in my mind that the most significant educational investment we can make today is to establish a Communications University maintaining the highest academic standards.

Within such a University, there should be two special institutes: The first is an Institute of International Communications, which could concentrate its activities on most effectively establishing means of exchange of information, education and culture among peoples and governments of many countries, to establish bases for peaceful relationships among all peoples. Foreign affairs personnel from many countries, communications personnel in domestic and overseas services, and others could be educated here.

The second is an Institute of Urban Communications. (This was recommended in last month's Report of the Commission on Civil Disorders. Since first suggesting such an Institute last August, I have felt even more strongly its need.) This Institute would be oriented toward the needs I discussed earlier of the ghetto and of suburbia.

The Institute would be responsible for research into communications needs, motivations and techniques, for the establishment of communications resources, including stations and closed-circuit devices, for training professionals in the communications field, for educating government workers and others who deal with inner-city problems, for preparing ghetto residents for communications jobs, and for developing pertinent programming.

In addition the University should provide:

A first quality research center, utilizing the resources of specialists in many disciplines. The research facilities should be available to all potential users, including government, educational, industry and citizen agencies.

A workshop, conference and convention center, providing seminars on the highest level to communications experts and administrators as well as conference consultation and management to lay groups. This would include international as well as national meetings, festivals, competitions and similar events.

A special training center for federal and state government personnel, providing cohesive resources for Peace Corps, AID, agency training directors, state education officials and others.

Consultant services to all potential users in all areas, such as research for government, systems planning for states, conference planning for foreign embassies, and public relations campaign planning for citizen organizations.

Production centers for all communications needs, including television, radio, film, audiovisual, computer and programmed instruction, aural materials, plays, journals and newsletters, and advertising and public relations materials.

A special center for innovative production and publication, including the aesthetic and philosophical exploration and application of communications techniques in terms of urban needs, technological potential, educational process, and similar areas.

And, finally, and perhaps most important of all, the University should have the highest quality inter-disciplinary undergraduate and graduate degree and non-degree program, serving the specialized as well as the broad needs of students (and professionals and educators) from all areas of the world and including all facets of communications study and application. Just as the future scientist can go to M.I.T. or Cal Tech, shouldn't the future communicator or broadcaster also have a high quality University to learn in, in a field that is at least as important to the future of the world as are the disciplines now learned at MIT and Cal Tech?

There has been recognition of communications and support of parts of it from various sources over the years: the Ford Foundation, the Carnegie Corporation, the Federal Government and state governments. Commercial radio and television stations and networks have been generous with their support of funds and equipment to educational stations.

I believe we are ready to go beyond these programs--this kind of support to individual projects--to the larger picture. To that which will provide not only facilities and programming, but which will provide personnel, services, training, ideas, materials in an atmosphere of educational excellence finer than any we have even yet learned to develop. To that which will guarantee the kind of growth needed for all phases of communications, broadcasting and non-broadcasting, commercial and non-commercial, here and abroad.

Will you unite with me today to call upon the communications industry, upon the foundations, upon the federal government, and upon the public join together to provide the funding and other support to establish, in an international city such as Washington or possibly New York City, a Communications University? A University that I believe can be the cornerstone in a field that is most important--that is most necessary for the peaceful, productive, progressing future of our nation and of the world.

PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY
WASHINGTON 20506

April 18, 1968

HUBERT H. HUMPHREY
CHAIRMAN

MEMORANDUM

To: Chuck Marquis

From: Win Griffith

Chuck, I am simply going to capsule some of my ideas on the role and effort of educational television stations in helping to establish more constructive conditions and attitudes in America's cities.

Some of these will be fairly obvious to you already and I'm afraid all of them will be relatively unpolished in terms of specific application.

1. I believe that the three greatest psychological needs of the slum dweller -- particularly the Negro or Mexican-American citizen -- are recognition, a sense of being listened to, and an opportunity to confront the white man or "Anglo." These are subtle and prime needs. Satisfaction, in part, can stem from: 1) more media attention to and coverage of things which give the poor pride, ranging from a neighborhood social event to such other developments as marriage or the birth of a child; 2) making media time and space directly available to the ghetto dweller, particularly Negroes, to permit them to speak their grievances and frustrations (but this needs to be much more than the "open line" procedure used by many radio stations); 3) opportunities on television ranging from open discussions between Negroes and whites to formal debates, along with coverage or attention to any sort of formal protest by Negroes or any other ghetto dwellers to municipal officials.

2. I believe the relationships between black and white Americans have regressed so much in recent years (or perhaps this is just a surfacing of usually latent antagonisms) that we

must attempt to get back to some very rudimentary steps. The most essential need, as I see it, is simple, direct contact between Negroes and whites. All Americans tend to stereotype others out of ignorance and instinct. There's a pervasive pattern now in which many Negroes generalize excessively about the attitudes and callousness of white Americans. Perhaps more intensely, there is an excessive tendency by white Americans to regard the Negro as a figure of either listless subservience or one of criminal violence. Fear permeates black-white relationships today. I am convinced that most white Americans in the North, in particular, do not have the remotest grasp of the problems, attitudes, frustrations and aspiration of American Negroes. I suggest simply that when a black man and a white man, or a Negro women and a white woman, or a Negro family and a white family spend any time at all together they learn, and the fear is at least a bit diminished. I am reasonably convinced that more Americans have traveled great distances to make contact with and learn about individuals in opposite regions of the country or overseas than to make contact with or learn about individuals "on the other side of town." I suspect that more Americans have read Fielding's Guide to Europe than Baldwin's guide to the American ghetto. What I suggest here is that educational television stations should seek as much as possible to give attention to the more normal life and attitudes of ghetto dwellers and Negro citizens. I think it would be immensely valuable if educational television stations sponsored, editorialized for, or in any other way encouraged simple, direct contact between black and white, rich and poor. This can be done dozens of different ways and through dozens of different channels: churches, clubs, organizations, etc. This may all sound vague, but the suggestion is instrinsically simple. What I'm talking about here is a simple need for Negroes and whites to sit down once in awhile in informal situations and settings to talk, to eat together, to work together, to be together. The best application of such a general suggestion must, of course, in specifics, be developed locally.

3. The educational television stations can give some balance and perspective on race relations in America and

the relative progress and problems which exist. Commercial television is inclined, as a result of the basic instincts of newsmen, to emphasize the elements of conflict, the eruptions of violence, the inflammatory statements of some racists. There are, despite many of the grave problems and even some of the indications of regression, some very encouraging conditions in the country today. There are many efforts and programs, not just by the government but by private organizations and individuals throughout the United States, to work with or help ghetto dwellers and Negroes. The "good news" should be given proper attention. And I think it can be presented in an interesting, as opposed to a preachy or pollyanna way.

4. Above all, let me suggest that the station managers call in any and all contacts they have among Negroes and ghetto dwellers to discuss locally which programming ideas would be most useful to bridge the gap between the races. The Negro, in each community, can best advise the ETA's of the most effective and relevant ideas.

Sorry this is so rushed and rough, Chuck.